

VOLUME XXIII

NUMBER 2

BULLETIN
OF
THE AMERICAN ASSOCIATION
OF
UNIVERSITY PROFESSORS

ANNUAL MEETING REPORTS

ACADEMIC FREEDOM AND TENURE

ORGANIZATION AND POLICY

DEPRESSION AND RECOVERY IN HIGHER EDUCATION

REPORTS OF COUNCIL AND OFFICERS

A PROPOSED CODE OF ETHICS

PERIODICAL ROOM
GEN. SER.
UNIV. OF CALIF.

FEBRUARY • 1937

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EDITORIAL NOTE

The present *Bulletin* continues the account of the Annual Meeting with the reports of the Committees on Academic Freedom and Tenure, Organization and Policy, and Depression and Recovery in Higher Education, followed by the reports of the Council and the Officers. Other reports and the addresses of Dr. Capen and Dr. Duggan are reserved for publication in March. It is doubtless unnecessary to emphasize the timeliness of the statement of our Legal Adviser on federal income tax returns in 1937. In connection with the quotations from A. G. Keller under Educational Discussion, it may be noted that a critical rejoinder by E. O. Sisson has appeared in *School and Society* for January 9. Worthy of particular notice is the proposed code of ethics for professors from the Michigan chapter. It will be recalled that a proposed code from the Florida chapter was published in the October, 1935, *Bulletin*.

At the recent Annual Meeting several members expressed the desire that additional local news material be published in the *Bulletin*. The Editorial Committee is in cordial sympathy with this desire for material that would be of general interest, and hereby expresses the hope that more of it will be furnished by chapter officers and other members, since it can not be culled merely from miscellaneous correspondence.

Material relating to Teachers' Oaths published in the January issue, with certain additions, is being reprinted in separate pamphlet form and will be available in the near future.

Members are reminded of the announcement of the publication this spring of the completed report of Committee Y, "Depression, Recovery and Higher Education." It is hoped that many will take advantage promptly of the opportunity to order this volume at half-price in advance of publication. (See card sent with January bill for dues.)

ANNUAL MEETING

PROPOSALS FROM CHAPTERS

In a special communication addressed to chapter officers in November, 1936, all chapters were invited to submit proposals for consideration by the Council and the annual meeting. Fifty-one proposals were received in response to this invitation. On January 27, a summary of these proposals was sent to all chapter officers with a request that it be submitted to their local groups. This summary indicates the study that is to be made or has already been made of each proposal.

Each chapter is cordially invited to discuss the several proposals submitted, particularly those regarded as of especial importance and interest to the profession and the Association, and urged to communicate pertinent reactions to the General Secretary. Among those of general interest are the following:

The attitude of the national organization toward teachers' oath bills (see resolution adopted by Annual Meeting published in January, 1937, *Bulletin*).

Efforts to improve college teaching. Are teachers advanced because of good teaching as well as research?

Should the Association attempt studies to define or determine maximum teaching loads?

Consideration and study by the Association of the university senate plan as a means of ensuring democratic control of university policies and operation.

Militant and unrelenting publicity regarding unsatisfactory tenure conditions in some institutions as the best practical preventive measure. No single force operates as strongly as the Association to prevent purely frivolous dismissals.

That inter-institutional contacts and professional solidarity be encouraged through the appointment of a representative of the Association at each major summer session in the country, authorized to arrange for one informal conference or smoker. A single topic or panel of topics for each summer might be provided for such meetings.

Advisability of admitting administrative officers to membership. (Four chapters recorded opposition to changing the Association's present membership policy, and no proposals favoring a change were received.)

Formulation of a code of ethics for the profession.

Restoration of college and university salaries to the 1929-31 level; survey of the professional cost of living.

Relative advantage of committee and individual handling of departmental administration.

Alleged lowering of the standards in summer schools.

DISTRIBUTION OF THE COUNCIL RECORD

Because of the nature of the business pending before and transacted by the Council at its several sessions on December 27 and 29, 1936, at the time of the annual meeting in Richmond a brief summary for publication in the *Bulletin* has not been attempted. Copies of the complete record have, however, been sent to all chapter officers with the request that it be presented to their chapters or, in lieu of such presentation, that local members be informed that the record is available to them.

It is believed, that the information contained in the record is of interest to our members and hence should be available. Copies of the Council Record have also been sent to the chairmen and members of all the Association's committees. This procedure, it is felt, will tend toward developing greater unity in the Association's work.

ANNUAL MEETING REPORTS

ACADEMIC FREEDOM AND TENURE¹

REPORT OF COMMITTEE A

In 1936, Committee A considered forty-eight cases involving alleged violations of the Association's principles of academic freedom and tenure. This number represents a decrease of twenty-six from last year. After due allowance is made for other matters which came to the attention of the Committee, such as requests for advice, and which are not always listed as "cases," the fact remains that the peak-load of Committee A business seems to have been passed. Since the large majority of all cases continue to involve tenure conditions, rather than academic freedom, one may conclude that the decline in the number of cases is evidence that the back of the economic depression has been broken, and that educational institutions, along with other enterprises, are again on the road to prosperity.

The following statistical table covers the calendar year, 1936, and provides comparisons for the last four preceding years.

Statistical Tables for the Calendar Years 1932-36

Table I

	1932	1933	1934	1935	1936
Cases* pending January 1.....	20	7	8	11	13
New cases opened during year.....	66	69	40	56	31
Old cases revived.....	..	9	12	7	4
	—	—	—	—	—
Total cases dealt with during the year....	86	85	60	74	48**
Cases apparently closed.....	79	77	49	61	38
	—	—	—	—	—
Cases pending at end of year.....	7	8	11	13	10

* Each "case" is intended to involve only a single controversy. Since it is unusual to have more than one controversy about academic tenure or academic freedom at a single institution in a single year, it is roughly correct to say that the number of cases corresponds with the number of colleges or universities dealt with by the Committee. In some instances, however, an administration has dismissed during the same year two or more professors for different reasons and under circumstances giving rise to complaint in each instance. Where this has occurred, each complaint is listed as a "case." Where, however, two or more professors have been dismissed for the same cause, the whole matter is listed as one case only.

** In addition to the 48 cases listed above, Committee A during 1936 dealt as heretofore with a number of other matters not classified as "cases."

¹ Presented at the Annual Meeting, December 29, 1936.

Table II

	1932	1933	1934	1935	1936
Cases withdrawn.....	20	16	5	18	7
Cases rejected or requiring no investigation or published notice.....	41	32	28	27	10
Cases in which statements have been published or planned, without visits.....	3	6	0	2	3
Cases in which visits of inquiry have been made or planned.....	12	9	10	14	9
Cases otherwise handled.....	10	22	17	13	19***
Total.....	86	85	60	74	48

*** "Cases otherwise handled" include five relating to the eligibility of institutions; five cases in which settlements reasonably satisfactory to both sides have either been made, or are hoped for; and one or two cases in which requests for advice were made and no further developments followed.

It is gratifying to report that, as in other years, settlements reasonably satisfactory to all parties were effected in some cases. The bulk of Committee A work continues to be done behind the scenes and results in no publicity. It is the Committee's chief function to forestall trouble wherever possible. Its policy of judicious restraint is steadily winning the respect of administrators and the general public. Without a favorable public opinion, the efforts of the Association would be futile. It is imperative to preserve the effectiveness of the Association by acting with deliberation and judicial restraint. It will be fatal if we try to shield the lazy and the incompetent and the undeserving, but in specific instances where it is necessary to speak out, we must do so in language that can not be misunderstood.

Rollins College, United States Naval Academy, Brenau College, the University of Pittsburgh, and DePauw University remain on the Association's ineligible list. General tenure conditions at DePauw University have improved. Moreover, there has been a change of administration. The new president has long been an Active member of the Association and the members of Committee A have every reason to believe that in the immediate future the principles of academic freedom and tenure for which this Association stands will be observed at DePauw University. I recommend that action be taken at this annual meeting to restore DePauw University to the eligible list.

In the past year, several cases have arisen from a misunderstanding or from the abuse of agreements between administrations and professors concerning leaves of absence. Some administrators, who lack the courage to deal with unsatisfactory teachers in a forthright manner, apparently resort to the practice of granting a year's leave of absence, in the hope that they will never return, but without any specific agree-

ment as to what shall happen, and what are the rights and expectations of both parties, when the term of leave shall have expired. Professors and administrators, for their own protection, should insist on written agreements that specify the exact terms of leaves of absence. One suspects that during the depression years, leaves of absence were used to an abnormal degree, to get rid of teachers against whom the administration either could not or would not proceed by more forthright, honest methods.

Several cases have come to the attention of the Committee in the last years in which professors were either deprived of their positions, or denied promotions, because their literary efforts had offended the tastes or moral standards of administrators or boards of trustees. Such a policy obviously will exercise a most damaging, restrictive effect on creative writers, especially in departments of languages and literature. It seems a sound proposition that a teacher who is a creative writer should have complete freedom of expression so long as his literary or artistic output does not conflict with the postal regulations, or other laws dealing with libel, obscenity, etc. He should not be made to suffer in his academic future because what he writes happens to be distasteful to an administrative officer, or because the professor and the board happen to have different standards of literary or art criticism. Any other attitude will result in sterility and barrenness.

It is gratifying to report that other agencies in the field of education are beginning to give some attention to the problems that have concerned Committee A for over two decades. There has been a cooperative relationship between this Association and the Association of American Colleges, and at the present time, negotiations are going on to make this cooperation more effective.

The National Education Association, the Progressive Education Association, and the American Federation of Teachers have lately manifested great interest in academic freedom and tenure. Their efforts should be welcomed and their competition in the defense of educational ideals need not be feared. It may well be that our principles of academic freedom and tenure, adopted over ten years ago, need some revision, and might be restated in cooperation with these and other agencies interested in the common cause. But it should be remembered that the attitudes and procedures of Committee A are the accumulation of many years' experience. Many of these new agencies are recent creations. We need their fresh enthusiasm; perhaps they need our experience, so slowly and painfully accumulated in the battles of a quarter century. I am not convinced that the teacher's salvation lies in trade union tactics, however sympathetic one may be with the aims and methods of trade unions in other fields.

Committee A continues to be attacked from the left and from the right. It is not an uncommon experience to get letters in the same mail insisting that we move too fast and too slowly. Members read their first account of a controversial case in the daily press and wonder why they do not read about it immediately in the *Bulletin* of the Association. Sober reflection will provide the answer. The general policy of the Association is to avoid all publicity in the beginning and to try by mediation to work out an adjustment. In a surprisingly large number of cases, the Association is successful in preventing dismissals, in securing reinstatements, in clearing up misunderstandings that might easily lead to crises, and in securing occasional financial settlements. These cases receive no publicity and the more successful Committee A may be, the less its work is likely to come to the attention of the membership, and the more the Committee may be criticized for inaction. It has been suggested that it would help to publish more frequently in the *Bulletin* a statistical report of the number of cases on the docket, and the number disposed of during the preceding period. This would tend to assure the membership that the Committee is active, but at the same time, would avoid the damaging publicity that would follow publication of the details of individual cases.

It has also been suggested that a Joint Standing Committee or a Joint Adjustment Committee be appointed, in addition to Committee A. This new body would include representatives of the Association and representatives of the administrators. All parties would agree in advance to postpone action on all cases which Committee A could not settle with the local administrators; these cases would go to this board of arbitration and the process would be guaranteed by agreements with colleges and universities to refer all deadlocked cases to this super-committee, and to abide by its decision. It would be interesting to see how many institutions would be willing to subscribe to such an agreement. Unfortunately, in most cases, the Association receives no notice of trouble until the administration has already definitely committed itself. We often get the decision first, and the evidence, on which the action is based, afterwards. Other suggestions have been made to prevent cases from arising. It is well to try to forestall trouble. This is one of the major functions of Committee A. But the notion that by attempting to forestall trouble you obviate the necessity of meeting trouble after it appears is nonsensical. Passing resolutions, in place of speaking out vigorously and courageously in specific instances, would be the surest way of destroying our effectiveness.

The pending case of Professor Jerome Davis and Yale University has led to so much premature and unwise publicity that a few comments may be in order here. The case came to the attention of the officers

of this Association in the early summer months. All of the material published on November 18 in a special section of *The New Republic* was in the hands of the chairman of Committee A since early summer. It was given him with the specific request that it be regarded as confidential until October in order not to jeopardize the chance of the professor involved to secure a position elsewhere. Correspondence was carried on in the hope of finding an adjustment of the controversy, and the president of this Association made a special, informal visit to New Haven to consult with President Angell and other interested parties. On the day of President Carlson's arrival in New Haven, he was informed that a mass of material bearing on the case was already in type and would be released presently as a special supplement of *The New Republic* of November 18.

It was most proper and helpful for these interested persons to hand us this statement early in the summer and any other informative material of value. It would be unfair to suggest that they had any desire to injure the Association by creating the impression that we were unwillingly pushed into an investigation, but they must have known that an investigation could have been secured by less spectacular means. The result of this procedure has been that several professors may seem to the public to have set themselves up as a kind of grand jury for the presentment of a case to the American Association of University Professors. The facts show clearly that no such action was necessary. If such action had been desirable, it would have seemed appropriate to act in a confidential way instead of trying to arouse feeling among the educational constituency by using one of the best known journals of opinion to give publicity to their presentment.

In closing this, my third and final report as Chairman of Committee A, it seems to me that a word of warning should again be directed to the members of this Association to be on their guard to defend academic freedom, especially now when tenure cases may be less frequent, due to a general financial recovery. Few professors seem to have genuine, professional loyalties for which they are willing to make sacrifices. The mass remain indifferent to freedom, and the officers of this Association have accomplished much in the face of professional unconcern and timidity. A spirit of unrest still pervades the land, and the furies released by the war and the depression have not spent their force.

These are all straws in the wind. In 1935, seventy-five gag laws of various sorts were enacted by the legislatures of forty-four states and in two of these states the mere utterance of opinion was defined as criminal. We are witnessing a fierce competition of ideologies for control of our social order; and for the schools such a period is one of storm and stress. Our most important duty is to hold aloft the torch

of liberty, tolerance, and freedom to think and teach. We must keep universities and colleges true to the ideals of genuine liberalism and we must never forget the words of the late Justice Holmes, that "the best test of truth is the power of thought to get itself accepted in the competition of the market."

CARL WITTKE, *Chairman*

ORGANIZATION AND POLICY¹

REPORT OF COMMITTEE O

A partial report of the Committee accompanied by proposed constitutional amendments was printed in the November, 1936, *Bulletin* (pages 434 ff. and 455 ff.), and is hereby incorporated by reference in this report.

In addition to the matters dealt with in the partial report the Committee both by correspondence and at its meetings in Chicago in October has considered carefully many other proposals for changes in the organization of the Association. It has given special attention to the proposal that Council members be elected by a mail ballot of the members of the Association. Whatever may be the merits of this plan, the Committee has been unable thus far to convince itself that the proposal can be made to work in practice in a manner more satisfactory than the present system of election at the Annual Meeting. However, the Committee still has the matter under consideration and is ready to receive further suggestions from any members who believe a mail ballot feasible.

The Committee has also given much thought to the organization of the Annual Meeting. It recognizes fully the defects of the present system under which subsidized delegate meetings are held only once in every three years. It has thus far been unable to work out any plan which in its opinion would improve the situation and at the same time not entail a cost which is prohibitive. This matter also is still before the Committee and further concrete suggestions will be most welcome and will be given careful consideration.

At the October Council meeting a member introduced a resolution that the Council take steps to make presidents as well as deans and other administrators eligible for Active membership in the Association. This resolution was referred by the Council to Committee O for consideration and report to the Annual Meeting. It is the judgment of the Committee that no change of this kind in the present qualifications for membership is advisable at this time. The Association is an organization for the formulation and expression of the opinion of those members of the staffs of universities and colleges who are primarily teachers and investigators rather than administrators. Deans who are also teachers are eligible, as well as heads of departments. The purely administrative officers already have organizations through which they can express their opinions. In expressing this view the Committee wishes to emphasize that the present form of organization of the Association is not based upon hostility to administrators but merely upon a belief that it

¹ Presented at the Annual Meeting, December 28, 1936. Action taken upon recommendations in this report is embodied in the By-Laws as published in the January, 1937, *Bulletin*, pp. 62-64. It will be noted that amendments relating to a reduction in size of the Council were laid over for further consideration.

is desirable to have an organization through which the opinion of those who are primarily teachers and investigators can be formulated and expressed. The Committee believes that bringing in persons who are primarily administrators might well defeat its own end and tend to promote rather than decrease hostility to those in administrative positions.

Another matter referred by the Council to Committee O was a possible clarification of the provisions as to the functions of the Executive Committee of the Council. The Committee after careful consideration reports that in its opinion this is not desirable. The functions of the Executive Committee are now outlined by the Constitution and By-Laws with reasonable clearness. It is of course to be expected that from time to time that Committee, which functions as an advisory body to the President and General Secretary between Council meetings, will find it necessary in meeting an emergency to take action not specifically set forth in the written law of the Association. The assumption of such responsibility in an emergency is by tradition one function of an executive committee. It is not believed that there is a danger of abuse of power by the Committee as now organized, but there is a danger that an attempt to specify in too great detail just what it can do might result in preventing prompt action in an unforeseen situation and so defeat the purpose of having a standing committee of this kind.

The Committee submits herewith proposed amendments to the By-Laws. Some of these will not need action if the proposed amendment to the Constitution reducing the size of the Council is not adopted. Others relate to other matters. Specifically:

Amendments to By-Law 1. The first of the proposed amendments makes a change in the time when the Nominating Committee is to be appointed. The present provision requires action "at the annual meeting or promptly thereafter." Experience shows that so early an appointment is both impossible and unnecessary. In the years in which a President is elected, the new President is not in a position to make a wise choice at once, and in all years many of the newly elected members of the Council are not on hand to give "advice and consent." In actual practice the matter has been left for action at the April meeting of the Council. Furthermore, the present system of obtaining by mail suggestions for Council nominations from members of the Association makes an early appointment of the Nominating Committee of little use. This Committee can not function until the suggestions are in and tabulated. As the requests for suggestions go out with the bills for dues in January, and are usually sent in when dues are paid, the answers can not be tabulated much before May first. Committee O therefore recommends that the provision be changed so as to require appointment of the Nominating

Committee on or before May 1. It is of course understood that the advice and consent of the Council is to be obtained at the spring Council meeting and not by mail.

The second proposed amendment to By-Law 1 is intended to make sure that Council members have an adequate opportunity to advise the President as to the membership of the Nominating Committee, and not merely to consent to nominations already made. The By-Law requires both the "advice" and the "consent" of the Council. This is provided for in the proposed change by requiring the President to give the members of the Council an opportunity to make suggestions for nominations before the President makes his selection of names to present to the Council for approval.

The third, fourth, and fifth of the proposed changes in By-Law 1 are merely changes in wording so as to bring out that the so-called "votes" are merely suggestions to the Nominating Committee and not technically "votes." Accordingly words like "ballots," "votes," etc., ought to be eliminated and more appropriate words inserted.

The sixth and seventh of the proposed changes in By-Law 1 will not need consideration unless the constitutional amendment reducing the number of elective member of the Council to seven each year instead of ten is adopted. If that amendment is adopted, the appropriate changes in By-Law 1 are here provided for by repealing the provision for ten regions and the list of those regions and providing for seven regions whose limits are to be fixed by the Council.

The eighth amendment to By-Law 1 is designed to make more orderly the procedure when nominations are made from the floor. The nominations by the Nominating Committee are published in the *Bulletin* prior to the Annual Meeting. It seems to Committee O desirable that nomination from the floor be made prior to the session of the Annual Meeting at which the vote is taken. This is provided for by the requirement now suggested that such nominations be made at the opening session of the Annual Meeting. This will give the members an opportunity, before they are called upon to vote, to study the relative merits of the candidates and so will do away with the necessity for making a snap judgment when nominations are offered from the floor immediately prior to the vote. In addition minor changes in the wording of the By-Law are suggested by parts (2) and (3) of the eighth amendment to By-Law 1. (2) limits the making of nominations from the floor to *Active* members; (3) if adopted will merely bring the By-Law into harmony with the constitutional provisions for voting for officers and members of the Council.

Amendments to By-Law 11. These relate to the appointment of the Executive Committee. The first sentence of the proposed amendment

provides for appointment of that Committee by the President, by and with the advice and consent of the Council. The second sentence undertakes to make sure that the Council members are given an opportunity to give advice to the President before he submits his nominations to the Council for approval.

These amendments to By-Law 11 are the outcome of much careful thought and discussion by the Committee. Much time was given to an exploration of the desirability of election of the Executive Committee by the Council. After considering all the arguments for and against that proposal the Committee agreed unanimously in recommending appointment by the President with adequate provision for obtaining both advice and consent from the Council.

The Committee plans to continue during the coming year its study of the organization and functioning of the Association. It hopes that members who have suggestions will feel free to send them either to the Chairman or to any member of the Committee.

For the Committee:

WALTER W. COOK, *Chairman*

DEPRESSION AND RECOVERY IN HIGHER EDUCATION¹

REPORT OF COMMITTEE Y

For fifteen months the members of Committee Y have been engaged intensively in their study of the effects of depression and recovery on higher education. A full report has been prepared by the Director of Studies, and was unanimously accepted by the Committee at a meeting held in New York on December 12 and 13, 1936. This study is to be published in the spring by the McGraw-Hill Book Company under the title "Depression, Recovery, and Higher Education." It will be a volume of more than 500 pages. The following chapter list will indicate the range of the topics:

- I. The Problem and Its Setting
- II. Faculty Size During the Depression
- III. Salary Reductions During the Depression
- IV. Promotion, Appointment, and Tenure Policy During the Depression
- V. Faculty Participation in Policy Discussion
- VI. Factors Influencing the Effectiveness of the College Teacher and the Quality of His Work
- VII. How College Faculties Reacted to the Depression
- VIII. Income
- IX. Expenditure
- X. Some Problems of Financial Adjustment to Depression
- XI. Enrolments
- XII. Degrees
- XIII. Student Financial Problems and the Depression
- XIV. Student Ideologies and the Depression
- XV. Some Aspects of the Problem of Public Higher Education in Relation to State Legislation, as Influenced by the Depression
- XVI. The Federal Government and Higher Education
- XVII. Some Newer Educational Emphases Arising from the Depression
- XVIII. Leaves of Absence for Public Service
- XIX. Public Pressures and Higher Education
- XX. The Problems in Summary
- XXI. The Broader Implications

In addition to the preparation of its manuscript, the Committee has prepared the following statements, all of which have appeared in the *Bulletin* of the American Association of University Professors:

"Effect of Depression and Recovery on Higher Education: An Exploratory Study as Outlined by Committee Y," January, 1936, pp. 25-41.

¹ Presented at the Annual Meeting, December 28, 1936.

"Employment, Salaries, Promotion, and Tenure in Higher Education: Present Practices," March, 1936, pp. 168-182.

"The Reaction of Faculties to the Depression," October, 1936, pp. 377-389.

"Some Depression-Recovery Problems of Higher Education," November, 1936, pp. 443-452.

"The Young College Instructor and the Depression," December, 1936, pp. 507-509.

It is not possible here to summarize in a routine way the vast amount of material collected by the Committee, or to indicate all of the conclusions to which it has come as a result of its analyses. At every point in its work, the Committee has sought the facts with respect to the questions it was considering; and with these at hand, it suggests meanings and implications. With some of its interpretations there will be disagreement, but if they serve to engender a lively interest in the problems that concern teachers at the higher levels, one important purpose of the project will have been fulfilled.

The detailed discussion, and the supporting statistical and historical evidence, will have to await the appearance of the Committee's volume. In the present statement there are two immediate objectives: first, to indicate the kinds of questions with which the Committee has concerned itself; second, to report, in a most general way, some of the facts that emerge from the review of the questions. To simplify and condense the presentation, the Committee's questions will be introduced in groups.

Some Early Questions.—When the first effects of depression began to manifest themselves upon the college and university campuses of this country some members of the American Association of University Professors recognized at once the importance of studying the influence of the depression upon higher education as promptly as possible. The need was for a survey that would reveal the status of the profession and serve as a basis for protecting it. The initial interest was in such matters as these:

1. To what extent was the size of college faculties affected by depression circumstances? Were these effects equalized among the several ranks, or were they felt unevenly? Where was the burden falling? Was it true, as frequently stated in 1932 and 1933, that wholesale dismissals were taking place in the interest of economy? In short, what was the economic upheaval doing to faculty employment?

Such questions as these immediately suggested others:

2. What happened to faculty salaries? (Reductions were occurring by 1932-33.) What form were they taking? What principles of cutting were being followed? Were differentials applied as between ranks?

Where did the brunt fall? Were multiple cuts threatened? What was the magnitude of the salary reductions? Were these reductions regarded as temporary or as constituting new bases for future salary payments?

At a little later date, by 1934-35, questions of salary restoration were being asked:

3. Were restorations taking place? What methods of restoration were being used? Did all academic ranks share equally? To what degree did the restorations offset the original reductions? What has been the influence upon salary scales where these were previously in effect? What was the relation between salary movements and the cost of living for the professor?

Naturally such questions, involving employment and compensation, came pressing to the fore. The job, and security in it, are as much prized by college teachers as by any other group of men and women. The fear that the position or the salary connected with it were endangered by the general trend of economic conditions produced an understandable and valid reaction. Likewise, faculties were much concerned with questions involving promotion, appointment, and tenure policies:

4. Were there promotions during the depression years? To what extent was advancement blocked? What were the prospects of advancement for young men? Were promotions accompanied by increases in salary? Were "dry raises" common? Did the policy prevail extensively of allowing vacancies to remain unfilled, as an economy measure? Were there demotions?

5. How were new appointments being made? Were there salary differentials between old and new appointees?

6. For what term of years were appointments made? Did depression circumstances influence tenure policy? What of retirement? Did the depression stimulate conflict or add tension with respect to these matters?

Security is one of the major appeals of the teaching profession. Salary levels, giving due consideration to training and years of experience, have never been relatively high in comparison with salary levels in related professions. The upward movement in salary and salary levels has been slow, but the college teacher has been willing to discount this fact in favor of certainty of employment and income. It is therefore not difficult to appreciate his agitation as he came to believe that economic forces might threaten advancement and tenure.

The Present Status of the Profession.—One of the first steps of the Committee was to obtain data that would enable it to speak concerning the present status of the profession. What did the data show? In general, that excepting in the lowest rank, aggregate employment held its level, and has since moved to a new high point; that the median

salary reduction was approximately fifteen per cent; that restorations are now taking place, although lagging; that promotion and salary advancement were blocked for large numbers of men and women, although competition for the ablest and most promising scholars still continued; and that there is, in 1936, a marked revival of interest in retirement problems. Relatively, college faculty members had greater security of employment than their colleagues in many related professions, or the workers in white-collar and unskilled groups. Generalized statements such as this are always dangerous to make. There were, of course, many exceptions. Young men were dropped from faculties at institutions where the men in the upper academic ranks were not even cut; at some colleges and universities salaries were reduced to a disrupting degree, and payments even ceased for a time. Tenure conditions were greatly disturbed in individual cases, and some retirements were forced where humane considerations alone would have dictated an opposite course of behavior. At one extreme were the institutions whose problems of adjustment were critical, and where conditions approximated the sordid; at the other extreme were the instances involving no salary reductions, continued employment for all staff members, and certainty of tenure. Yet attention can not rest at either extreme. It is the average picture that is being drawn, the most common situation that is being described. The individual cases must not be forgotten; but, equally true, they must be seen in their perspective. Bearing these limitations and cautions in mind, the generalized statement stands as essentially fair and true. For the qualifying details the reader must await the full report.

The Voice of the Faculty in Policy Determination.—The actual practices with reference to salaries, promotions, and related topics are governed by institutional policies that influence intimately the lives of the faculty members. This suggests another set of questions:

7. To what extent were faculty members given opportunity to share in the formulation of depression period policies governing salaries, promotion, appointment, and matters of tenure? Were they consulted by administrative officers formally? Informally? How frequently was the subject of salary reduction, and policies that guided it, made the topic for special consideration at a chapter meeting of the professional organization of college teachers (the A. A. U. P.)?

It is evident from the Committee's material that the faculties of American institutions of higher education have not shared fully the confidence of administrative officers. The characteristic trend in administrative organization in this country, which results in a separation of the teaching-research and administrative functions, has apparently reached a point of development that makes it difficult to bridge easily

the gulf between faculties and administrative officers. Faculty control over institutional policy, found in European institutions, has gradually lessened in this country. It was accordingly possible, after reviewing its data, for the Committee to conclude: "The data leave the distinct impression that significant policies and practices become effective without the degree of discussion by faculty members that the importance of these policies and practices would lead one to expect. Faculties apparently speak through administrative officers: through department chairmen, the deans, and the president. It is by these steps that their voices reach the governing boards, if at all." Is the explanation to be found in timidity, indifference, or complete acceptance of the principle of administrative separatism? The question merits consideration. It is also important that faculties should give thought to the kinds of organizational machinery that will permit a freer exchange of ideas and opinions between teaching and administrative staffs.

The Quality of Higher Education.—Closely related to the problem of status is the consideration of the factors that may have influenced the effectiveness of the college teacher and the quality of his work. The treatment is based on the assumption that intellectual vitality is a requisite of good teaching and effective research. There must be opportunity for study, there must be some freedom from routine, the work load must not absorb all energy, there is a point beyond which demands should not be made upon the free time of the staff member. Unless these truisms are recognized, effective teaching is difficult, if not impossible. These are qualitative matters, and direct approach to them is not simple. Accordingly the Committee sought concrete data that might lead indirectly to inferences that could be safely accepted:

8. What was the effect of the depression upon the policy of granting sabbatical leave? With what frequency did staff members take sabbatical leave during the depression period? Did adverse economic circumstances lead institutions to curtail their practice of granting travel allowances? What policies govern this? Was the workload of faculty members increased during the depression years? If so, what forms did the additional load take? Were teaching schedules increased? Were student assistants fewer? What were the inroads upon free time, if any?

"The conclusion is inescapable that the depression has been accompanied by additional demands upon the time of the professor, in the classroom and out of it." Some of these demands have been highly stimulating and intellectually profitable, such, for example, as opportunities for public service. Others have contributed to dreariness and discouragement. No clear case could be made that the quality of higher education has generally been undermined, although it is pos-

sible that some untoward influences of the depression may not become evident until years have elapsed. With this possibility in mind, the sound generalization would seem to be that a depression creates conditions in which it is easy at any given institution for a lowering of standards to occur except as there is special watchfulness to insure that the quality of service is not permitted to deteriorate. Depressions are potentially disruptive. They lower resistances to practices that would not generally be accepted. They provide a setting for compromise. Under the guise of emergency need, changes can be introduced that are difficult to reverse as general economic conditions again improve. A depression calls for the exercise of eternal vigilance. The responsibility for this, it was suggested, rests with faculties. The analysis permitted no other conclusion.

Problems of Personal Adjustment.—Statistics by no means tell the whole story of depression. There are personal problems that quantitative summaries never reveal:

9. How did the members of the teaching staff regard the depression, as human beings? How did they feel with respect to its influence upon their lives? What caused them worry? What was in their minds? How did they adjust themselves to the circumstances that developed?

Since the Committee has already published a preliminary statement that suggests the general line of its thought, no further consideration will be given to these questions here.¹

The Financial Status of Institutions of Higher Education.—One long section of the Committee's report is devoted to a review of the income and expenditures of a sample of institutions of higher education from 1929-30 through 1934-35, together with a general discussion of retrenchment measures that were commonly employed.

10. What methods of reducing expenditures were used by the colleges and universities when income began to contract? To what extent do these retrenchment practices involve fundamental reorganization of higher education, or give evidence of a reorientation of thinking with respect to higher education and its programs, purposes, and practices?

11. What course did the income from various sources follow between 1929-30 and 1934-35?: from city, district, or state sources? from the federal government? from student fees? from endowment funds? from gifts and grants? from other sources? What was the relation of these sources to each other?

Income, of course, fell off generally, and there were often drastic attempts at readjustment. It is only when the details are studied and the variations are analyzed among the institutions of different size, location, and type of control, that the full significance of an aggregate

¹ "The Reaction of Faculties to the Depression," *Bulletin*, October, 1936, pp. 377-389.

drop of 35.6 per cent in income for current educational and capital purposes becomes apparent. It was a contraction of this magnitude that the institutions, in general, had to face. The fact that income has again started to climb brings only partial relief, because, as the enrolment data reveal, the inrush of students to the colleges and universities during the early stages of recovery has imposed an additional burden upon the institutions that lagging funds are not yet adequate to meet. The bleak years of depression were 1932-33 and 1933-34, as measured by declining income. Yet in 1934-35, in spite of an upturn, the aggregate income from the various sources that were studied was still 29.3 per cent less than in the peak year 1929-30. What is the probability that the aggregate income for the various purposes will rise sharply in the immediate future? The prediction seems safe that the upward movement will be slow.

12. What course did expenditures for various purposes follow between 1929-30 and 1934-35?: for administration, resident instruction, libraries, and physical plant maintenance and operation? for organized research? for extension and correspondence work? for capital purposes? What was the general relation of income to expenditure during the period?

The questions of group 12 parallel those pertaining to income. The wrenches experienced by institutions of higher education in balancing income and outlay are revealed in the fact that the aggregate current and capital expenditures for the purposes that were studied declined 27.8 per cent from the high year, 1929-30, to the low point in 1933-34. Corresponding to the slight rise in income for the following year there was a slight rise in the amount of money spent. The aggregate data admittedly conceal an important distinction that should be drawn between capital expenditures and those for current purposes. The Committee's analysis shows that capital outlay constituted the major source of ballast. Building practically ceased, except as federal money was employed at some institutions. Maintenance work was reduced to its minimum. A drop of 85.8 per cent in capital expenditures between 1929-30 and 1933-34 tells the story in a compact sentence. It does not reveal the extent to which American institutions of higher education may or may not be overbuilt, however, or indicate the relationship, if any, between salary problems and building expenditures. In striking contrast to the capital outlays are the expenditures for current purposes. In the aggregate these declined from the maximum to the minimum by only 14 per cent. The variations within the aggregate are set forth in detail in the full report.

Depression and Enrolments.—The financial problems of institutions lead naturally into a consideration of registrations. From a fiscal view-

point students may be either an asset or a liability. As assets, they are a source of income. At public institutions the revenues derived through student fees constitute a much smaller percentage of total income than at private or denominational colleges and universities. In the sample studied the public institutions received about 15 per cent of their income for educational and general purposes from students, in contrast, after 1930, to between 55 and 60 per cent at the private and denominational colleges. Obviously any sharp decline in enrolments would create financial problems for the institutions where considerable reliance was placed upon fees for meeting current obligations. On the other hand, especially at the public institutions, any sudden increase in registrations without an increase in funds sufficient to meet the additional load, puts the student in the liability category. Additional demands upon institutions, through the increase in enrolments or otherwise at a time when resources are dwindling, inevitably create fiscal problems. It was therefore necessary to raise questions concerning enrolment figures during the depression years:

13. What were the trends in college registration over a period of years? What motives lie behind the trends? Do depression circumstances stimulate or depress enrolments? Do all curricula respond alike? Do enrolments increase relatively faster than staffs, or vice versa? What was the influence of the depression upon liberal arts enrolments? Upon professional enrolments? Upon junior college enrolments? Upon enrolments at public institutions? What of summer session registrations?

Out of these questions two general conclusions emerge: (1) Enrolments do suffer during depression periods; fewer students register than would normally be expected, rather than more. The years 1932-33 and 1933-34 were distinguished by an actual loss in the aggregate numbers of students at American institutions of higher learning. Only once before since 1890 have the aggregate enrolments shown an absolute decline, and this was just after the world war. By 1933-34 the drop from the pre-depression peak of 1930-31 was approximately 8 per cent, or about 80,000 students. What becomes of 80,000 students returned to a world where employment is difficult to obtain? The question itself is probably sufficient justification for the assumptions that underlie the programs of the National Youth Administration.

In 1934-35 the upward movement in enrolments was resumed. All available evidence suggests that a new enrolment peak was achieved in 1935-36 and there is little doubt that there was a further upward surge in 1936-37.¹

The preliminary surveys lead to an estimate of 6 per cent increase over 1935-36.

The Committee's analysis leads to the prediction that college and university enrolments will continue to increase for many years. The swell in numbers after the dip that ended in 1933-34 is in part a "release" phenomenon, reflecting the rush to the campuses of students whose enrolment had been delayed during the middle years of the depression; it is also evidence that the normal trend of growth is being resumed. The registration figures, coupled with the financial data, suggest the advisability of pausing before assuming optimistically that the effects of the depression upon higher education have fully passed. It has been stressed that income is moving upward slowly; 1935-36 financial data revealed resources still far below the high and prosperous years. Yet the demands, expressed as registrations, have mounted to their all-time maxima. How is a balance to be achieved in the immediate future? By increasing the work load of the teaching staff? By augmenting the staff at the instructor's rank? Will the available resources be used for salaries there, rather than for salary restorations, or salary increases? These are matters that have significance in discussing the influence of depression and recovery upon the standards of higher education, and the status of the teaching staff. The problems will differ in importance depending upon institutional circumstances. For some colleges and universities the increased registrations may mean relatively more income; but for others, the additional students are a new load that must, somehow, be carried.

The second general conclusion drawn from the enrolment data related to the influence of the depression upon professional curricula. The results seemed clear: the professional and vocational curricula showing the greatest losses in registration appear to be those that train individuals for professions most affected by general economic conditions, as measured by employment possibilities and income. This fact quite naturally suggests a brief analysis of the relation between vocational and other motives that lie behind the increases in college enrolments in this country during the past thirty years. Out of this analysis came the suggestion that the depression may have served to give a new validity to the argument of those who have, in increasing numbers, been contending that the educational needs of the future will inevitably lead to a focusing of attention and effort upon general education, with a re-adaptation of the curricula that will, for the masses of students, minimize the vocational or specialist aspects of college work. The point may be put in question form: What are the educational needs of the large and ever growing number of students who are entering the colleges and universities? Are these needs going to be adequately met by somewhat specialized professional and vocational curricula? Are the orthodox curricula of the past sufficient for the education of tomorrow?

Degrees.—From enrolments, the report moves on to degrees:

14. What has been the trend in the aggregate number of degrees granted? In the number of specified degrees? What do these trends signify?

Naturally, the degree data coincide generally with the enrolment data. One fact stands out: at public institutions the number of Ph.D. degrees mounted throughout the depression, a fact that does raise questions concerning "supply and demand" within the profession.

The Problems of Students during the Depression.—The problems of students, as they relate to classroom work, to extra-curricular activities and to purely personal matters would, if studied in full, require elaborate and intensive research. Such a task could not be undertaken, and yet the report would lose balance if some mention of the influence of the depression upon students was not made:

15. What does it cost to go to college? How did the depression affect self-help? Was it more difficult for students to obtain part-time work? Did students seem to prefer N.Y.A. assistance to other types of employment? Are student employment conditions improving? Did student loans increase during the depression? What has been the trend of tuition charges?

The data point to a dilemma. The costs to the student of a college or university education appear to be increasing. On the one hand is the growth in the number of students pressing to enter the colleges, drawn more and more from the less favored economic classes; on the other, are the mounting expenses. Although the difference in costs between the private and the public institutions is often considerable, they are moving upward even in the latter group. These trends antedated the depression, but the general economic crisis made the number of students in the financially marginal group impressively clear. Approximately 100,000 students were enabled to enter or remain in college because of emergency funds made available to them by the federal government. The depression emphasized the developing dilemma: What share of educational costs shall the student pay? To increase the burden carried by the student is to deny educational opportunities progressively to those of limited resources. What, then, of the traditional democratic theory of education? Is the answer to be found in a movement toward "cheapening" of education, with all that it implies? Is the answer to be in additional scholarship or work assistance through the use of public funds? Or is education now and in the future to be only for those who can meet the mounting costs and the tendency to shift an increasing proportion of these costs to the students?

There are other questions pertaining to the influence of the depression

upon students for which data are almost entirely wanting, involving student ideologies and student attitudes:

16. Have undergraduate ideologies been perceptibly influenced by the depression?: are students more serious? have their interests shifted? are they more or less radical? Are there student "movements?"

On these questions, opinion runs rampant. One may read what one wishes to read, and he will find the answers he wishes to find; perhaps the major value of the Committee's fragmentary discussion is to call attention to the dangers that are involved in accepting uncritically most of the statements that have been made concerning the effect of the depression upon student thought and action.

The Shifts in Control over Public Institutions of Higher Education.—No discussion of the relationship between government and higher education can be bounded by the years 1929 and 1937. Yet within this period trends that may be traced back for many years acquired new significance, and policies of long standing were modified in ways that may eventuate in their ultimate remaking. It is not the public institutions alone that are affected by the events of the depression years, although the directness of their dependence upon governmental sources of support makes the consideration of the subject more vital to them.

17. How far has the unification of the public institutions of higher education of the states under a single governing board proceeded? What changes in the place of institutions of higher education in state governmental structure have occurred in consequence of governmental reorganization? What control do central executive officials or agencies have over classification of faculty members and the fixing of their salaries? How many legislatures fix salaries of the teaching staff of public institutions of higher education? How far do state laws go in regulating such policies as those governing printing, publications, etc.? Has the depression influenced these matters?

The Committee's treatment in the chapter is not exhaustive; the only intention is to stress a trend that, if continued to a logical conclusion, places the educational authorities of the public institutions, including governing boards, in a constantly weaker position in so far as the determination of the basic educational policies is concerned. It is also apparent that the shift in control to centralized state agencies or officials introduces a rigidity that is not ordinarily in the best interests of faculty members. The material bearing upon these points has its place in a report on the influences of depression because the urge and the necessity of the states to retrench financially has accelerated the interest in the reorganization of state government. It is recognized throughout the discussion that there is a distinction between the legal power that is

granted to non-educational officials by the statutes of reorganization, and the actual exercise of the power. Control of the educational institutions may not shift in actual practice; it is the fact that the channels for such a shift are provided that is important. The way is opened for the entrance into educational administration of political influence, and the direct lines for exerting that influence are created. The temptation to use them will always be present. Throughout this part of the report the dominating idea is that educational institutions almost certainly will feel increasing pressures upon them from various agencies and groups, political and others, who will be seeking to bend institutional purposes in some degree to their own ends. The need of the institutions, particularly those dependent upon tax-support, is for freedom from just such pressures. If the analysis elevates one conclusion above all others it is that effective work on the part of public institutions can be achieved only if a tradition develops among their supporters that will serve as a buffer to insulate these colleges and universities from the control-pressures that are exerted upon them.

The Federal Government and Higher Education.—The relationship of the federal government to higher education is briefly sketched by the Committee to indicate the trend in policy governing federal grants:

18. What has been the policy governing grants of federal funds to the states for higher education and directly related purposes? How extensive has federal aid been? In what fields has it been concentrated? What conditions cover the grants? Have these been changing? What effect, if any, did emergency conditions have upon federal grants for educational purposes? Was any change of policy involved? In what ways are questions of control involved?

One can not review the financial data without sensing that the depression has enhanced the prominence of the federal government in higher education. At the public institutions the proportion of the total budget derived from federal sources has almost doubled since 1929-30; the proportion of the budget derived from state and local funds has dropped regularly. The problem stressed by the Committee is not one of actual control in the present, but of potential control that may become real in the future. The Committee did not evaluate the trend toward greater federal participation; it aims only to call it to attention so that its implications may be thoroughly considered. Because of existing relationships to the federal government, the depression circumstances did create some problems for land-grant institutions, notably their extension divisions. They did sometimes find themselves unwillingly, or with strong reservations, becoming the administrative agents of federal departments, and proponents of programs that, as educational institutions, they regarded as unsound. The depression

demonstrated how easily such a situation can develop, and how difficult, if not impossible, it is for the institutions to protect themselves against it.

Pressures and attitudes within the states would have made it inexpedient for the land-grant institutions to refuse to participate in emergency programs or to decline the funds that became available. Yet without freedom to evaluate programs they are called upon to administer, and to examine the purposes for which all funds are granted, complications, even in a cooperative arrangement, can develop. The importance of the depression experience was in indicating the need for critical examination of the legislative trends that govern the relationship of the federal government to higher education.

Because of the emergency situation a definite and significant change in policy involving federal relations to higher education occurred in 1933. In this year aid to private institutions was inaugurated through the work-relief program for needy students. Strictly speaking, this program did not contemplate institutional aid; it was a relief measure for the benefit of the individuals. In fact, the line is difficult to draw, and there are now thousands of students at private colleges and universities whose earnings have had an important relation to institutional revenue. Their presence has enabled the colleges and universities to conserve their own funds, and, in addition, an undetermined but considerable portion of the money earned by the students finds its way into the treasurer's office. One question never squarely faced in the launching of the federal student work-relief program involves the standards of the institutions at which students are eligible to receive the aid. If the student program continues, on other than an emergency basis, this question must inevitably develop. Who is to set those standards?

The Stimulation of New Educational Enterprises.—The influence of the federal government upon higher education has not been exerted only through the formal educational institutions, and a noteworthy characteristic of the depression period has been the use of federal money in supporting educational programs that for the most part lie outside of the colleges and universities.

19. Why did emergency education programs develop? How extensive were the emergency expenditures for special educational projects? What is to be the relation of these projects to the older, established national programs? To what extent does the C.C.C. program incorporate formal educational activities?

Two aspects of these newer educational activities that were stimulated by and enabled to expand because of the availability of federal emergency funds merit special comment. First is the question of their continuation after the emergency crisis has passed. The various emergency educational projects meet a need that was only partially an outgrowth

of depression conditions. Many of the needs will unquestionably continue after the "recovery" is well established, for example, classes for adults. What are the probabilities that the activities will then cease? What are the chances that demands will not be made upon the federal government for the subsidization of them? The form may be different, and the organization may be upon a new basis, but it would appear as almost certain that these programs will continue, or, if there is temporary abatement, that they will eventually be revived. It may be predicted that the institutions of higher education will find that as a result of federal expenditures for emergency education programs during the depression period they will in the future have to work beside or in competition with educational institutions of whose presence before the depression they were scarcely aware.

The second important aspect of the stimulation by federal expenditure of non-academic educational programs is recognized when these questions are brought forward one step further: What may the institutions of higher education learn from the experience of the newer agencies that is applicable to the analysis of their own problems? Does the forum movement, for example, as developed at selected centers, have implications for the colleges and universities? Another illustration of the same point relates to the C.C.C. How thoroughly have faculties or administrative officers familiarized themselves with this program, and sought to analyze its implications? Here is a nation-wide emergency agency, with definite educational purposes, which it is now proposed should be made a permanent undertaking. Does it not contain suggestions that have their bearing upon the problems created by the mass influx of students to the college campuses? The depression was a period in which significant changes were taking place. The influence of these changes may not be felt for years to come. It is essential that faculty men and women at the formal institutions of higher education appreciate the fact, and do not underestimate or disregard the importance of movements that at the moment may seem inconsequential when compared with the present development of the colleges and universities, but which in the years ahead may evolve into programs that will assume equal importance in the total pattern of education in this country.

The Public Service of College Professors.—One special problem involving the relation of higher education to government focused on these questions:

20. To what extent did college and university professors request leaves of absence to enter public service during the depression-recovery period? What departments were most affected? What problems did such leaves of absence create? What policies, if any, were developed to govern the granting of these leaves?

The data reveal that requests for leaves of absence to enter government service were stimulated by the emergency needs. The requests tended to concentrate in the social sciences, and at the public institutions. There were problems, but most institutions sought to meet these in a spirit of cooperation. There was a necessity for balancing institutional needs against the desire to serve the government. The experience of the war years and the depression demonstrated that state and federal governments will turn to the colleges and universities in emergencies to supplement their personnel. The institutions, it would seem, must meet them half way so long as no one institution is imposed upon, or until the demands made upon it accumulate to a point that threatens the complete disruption of an educational program. There is no evidence that such a threat really existed during the years between 1932-33 and 1935-36 when the services of the professors were most frequently sought. The problem has since the latter year all but disappeared.

The Interpretation of Education to the Public.—All of the materials discussed in the first eighteen chapters of the Committee's report lead with inevitable logic toward the basic and fundamental question of public relations and the attitudes of those individuals or groups to whom the institutions turn for support. Upon the attitudes of these supporters and their willingness and ability to provide the major portion of the institutional revenues the development of higher education in this country depends, and likewise the status of the faculties. When there is faith in education, there will be support. When education justifies itself in the minds of those who are instrumental in financing it, the financing will continue. These are bed-rock considerations.

It has not been within the realm of possibility for the Committee to undertake careful studies that would indicate how the depression may have influenced public attitudes toward higher education. Such an analysis would necessitate a long study of intricate and complex evidence, from much of which conclusions could be drawn only indirectly. It would have taken the Committee away from the more immediate problems that pressed for answer, which could be studied satisfactorily within the limitations of time and money that had been imposed. Nevertheless, many of the data do give insight into the basic question of public attitudes: income and expenditure have moved upward from the low point of the depression, from which it may be assumed that a willingness to support higher education still exists; the grants from foundations are increasing in aggregate amount, and so are gifts from miscellaneous benefactors. They still have faith in higher education. There is evidence that state appropriations for public institutions will be larger this year. Willingness to pay for the cost of higher education is one indication of a faith in its importance. Enrolment data lead to similar

conclusions. Students have flocked to the campus as never before. They and their families believe education has something to offer them. These are among the more obvious signs that the depression did not fundamentally disrupt the public attitudes toward higher education. And yet, the conclusion to which these facts point can not be taken as an indisputable indication that the individual institutions of higher education will be subject to no pressures and be unharmed by financial worries in the immediate future. On the contrary, it has been stressed at several points that two major problems to be faced by institutions of higher education are the difficulty of increasing revenues as rapidly as demands have multiplied, and the resisting of pressures that would restrict the institutions as they seek to perform their educational and research functions. The depression unquestionably intensified those two problems. The need for the interpretation of higher education to those who support it still exists, perhaps as never before. What are some of the factors behind the contemporary waves of intolerance? What has motivated loyalty legislation in so many states since 1929? Why should there be attempts to pass oath bills for students, as well as for teachers? These questions are touched upon and although the treatment is not exhaustive, the conclusion to which it points is unmistakable. The surest defense against intolerance is the cultivation of public attitudes that are based on a thorough understanding of the purposes of higher education, and the services it renders. The first step in this is the definition of the purposes by faculties themselves, for only then will they be able to interpret themselves and their work to others. In every national crisis—of war, politics, or economics—institutions of higher education will feel the restrictive pressures that are characteristic of a crisis state of mind. The more fully the institutions are understood, and the value of their work is accepted, the less they are likely to suffer from sudden changes in "the public mind," and the more willing the supporters will be to make the adjustments or the sacrifices.

The Broader Implications.—This statement thus far has given some clue to the organization of the Committee's data, what types of questions have been raised, and what some of the immediate implications are. Yet, as the Committee worked with its materials, there emerged, again and again, certain broader implications that cut across the individual topics. They constitute the "net impressions" that have developed from close contact with the data. From them are to be drawn the lessons and the forecasts. Already, with indications of recovery, there is some evidence that some of the depression lessons are being forgotten or ignored. In the concluding section of its report, the Committee discusses the broader implications of its data in detail. Here only the general topic heads can be stated to serve as conclusions:

1. The depression demonstrated the opportunistic nature of the growth of higher education in the United States. It has been characterized by expansion when expansion is possible, without due regard to ultimate and lasting support.

2. Because the development of higher education has been generally opportunistic, with a concentration of attention and effort upon expansion, no principles to guide in a period of contraction have been developed, with the result that contraction was also opportunistic.

3. The depression has demonstrated the need for self-examination by faculties and administrators to the end that the purposes of each institution may be clearly revealed and related to resources.

4. Continuous support of an institution of higher education must rest upon an understanding of the objectives by those from whom support is derived. Without such an understanding, there will be inevitable insecurity, especially in periods of economic crisis.

5. The depression demonstrated the need for strong colleges and universities with programs adequately drawn, and with resources sufficient to enable the continuation of work with reasonable security for the staff members even at a time when the business curve is dropping, or other emergencies exist.

6. The depression-recovery adjustments at the colleges and the universities have tended to create problems involving the younger staff men that bear upon the future development and welfare of higher education.¹

7. There is ample basis for assuming that some significant consequences of the depression are yet to be felt. Certainly there is reason for urging faculty members and administrative officers not to lose sight of the possibility that important problems lie ahead. Some of these are introduced in detail in the report.

8. The depression experience and the studies of Committee Y have demonstrated the need among college professors for a greater concern with their own problems and a willingness to speak as a professional group on matters that are of direct concern to them. Professional organization is the requisite for the development of that sense of status and importance that will serve to dissipate timidity and lead to freedom within the profession, as well as for it.

It is hoped that this presentation has stimulated questions, and will lead to further thought on the problems of depression, recovery, and higher education.

F. K. RICHTMYER, Cornell University, *Chairman*
MALCOLM M. WILLEY, University of Minnesota,
Director of Studies

¹ "The Young College Instructor and the Depression," *Bulletin*, December, 1936, pp. 507-509.

REPORT OF THE COUNCIL¹

Sessions of the Council were held at the Washington Office on Sunday, April 26, and in Chicago, Illinois, at the Stevens Hotel on Saturday, October 17, 1936. Further sessions are to be held in connection with the Annual Meeting at Richmond, Virginia, December 27-29. There were 30 members of the Council in attendance at the April meeting and 28 in attendance at the October meeting. The attendance was much better this year than in previous years, probably due, in part at least, to the increased travel allowance for 1936, voted at December, 1935, sessions of the Council.

Twelve Council Letters have been circulated since the first of the year. A condensation of the record of the April Council meeting was sent to chapter officers while the complete record of the October Council meeting was sent to all chapter officers. The complete October record was also sent to the members of the Committees on Organization and Conduct of Local Chapters and on Organization and Policy and to the chairmen of all other committees.

The principal business of the year, much of which has been published in the *Bulletin*, includes the following:

Editor of the Bulletin.—Dr. Tyler was continued as Editor of the *Bulletin* with assistance from Dr. Paul Kaufman.

Treasurer.—Dr. Mayer's services as Treasurer terminated August 31, 1936. On the recommendation of the Executive Committee, the Council at its April meeting elected Mr. Frederick P. H. Siddons and Mr. Robert L. Flather, of the American Security and Trust Company, as Treasurer and Assistant Treasurer, respectively, from September 1, 1936. Mr. Siddons indicated that he and Mr. Flather would assume their duties only on condition that the Association be incorporated. Therefore the Council at the same meeting, on recommendation of the Executive Committee, voted to recommend incorporation of the Association to the 1936 Annual Meeting. Because of a reluctance to take over the Treasurership prior to actual incorporation and because of objections to incorporation voiced by Association members, the question was reconsidered by the Council at the October 17 meeting, and the motion to incorporate laid on the table. In the meantime, the Executive Committee had appointed a member of the Council, Dr. Florence P. Lewis, of Goucher College, Treasurer *ad interim*. The Council at its October meeting in Chicago elected Professor Lewis Treasurer from September 1 to December 31, 1936.

General Secretary.—Professor Ralph E. Himstead, of Syracuse University, was elected General Secretary by the Council, December, 1935. Arrangements were made whereby Dr. Tyler was to continue in

¹ Presented at the Annual Meeting, December 29, 1936.

charge of the Washington Office with the title of Acting General Secretary until Professor Himstead could take office June 1. Professor Himstead took charge of the Washington Office June 1, 1936.

International University Conference.—A contribution of \$25 was authorized toward the budget of the conference at Heidelberg held in June, 1936. The question of adhering to the conference is to be presented to the Council at the December meeting by the Committee on International Relations.

Committees.—It was voted by the Council at its October meeting to appoint a Council Committee on Committees to study the work of our present committees and to make recommendations concerning their future work. The members of this Committee are Professors A. R. Gifford (Philosophy), Vermont, *Chairman*; Ralph L. Dewey (Economics), Michigan; R. E. Himstead (Law), Washington Office; E. C. Kirkland (History), Bowdoin.

It was voted to request a brief report from every committee annually. Reports for 1936 have been received from the following committees:

- A on Academic Freedom and Tenure
- B on Freedom of Speech
- C on International Relations
- E on Organization and Conduct of Local Chapters
- F on Admission of Members
- G on Author-Publisher Contracts
- I on University Ethics
- L on Cooperation with Latin-American Universities
- O on Organization and Policy
- S on Library Service
- T on Place and Function of Faculties in University and College Government
- Y on Effect of Depression and Recovery on Higher Education

The officers were authorized to invite certain committee chairmen to attend meetings of the Council whenever matters of importance concerning the work of their committees made it advisable, with the understanding that travel expense will be defrayed up to a maximum of \$50. Accordingly, Professor Carl Wittke, Chairman of Committee A on Academic Freedom and Tenure, and Professor G. H. Ryden, Chairman of Committee E on Organization and Conduct of Local Chapters, attended the April Council meeting, and Professor H. B. Van Hoesen, Chairman of Committee S on Library Service, attended the October meeting. Professor Ella Lonn, Chairman of Committee F on Admission of Members, has been invited to attend the December meeting to present recommendations concerning the further clarification of the rules

for admission to membership relating to deans and to professors on the faculties of teachers colleges.

Committee Y: Effect of Depression and Recovery on Higher Education.—The final report of the Committee is being presented at this Annual Meeting, followed in 1937 by publication of the complete study in book form, which will be available to members at a special price.

Committee B: Freedom of Speech.—The Committee has been in contact with the committee appointed by the American Council on Education for cooperative relations, and at this meeting is submitting a report, together with a statement of principles. Considerable material on the subject will be published in the January *Bulletin*.

Committees inaugurated or reorganized (with new Chairmen) during 1936 have been the following: G on Author-Publisher Contracts (J. M. Cormack), O on Organization and Policy (W. W. Cook), P on Pensions and Insurance (H. L. Rietz), Q on Required Courses in Education (Dinsmore Alter), S on Library Service (H. B. Van Hoesen), and Z on The Economic Condition of the Profession (W. Brooke Graves).

RALPH E. HIMSTEAD, *General Secretary*

REPORT OF THE GENERAL SECRETARY¹

To the Members of the Association:

Although not required by the Constitution, it has been the custom for the General Secretary to make an annual report of his work. Since the General Secretary works in closest cooperation with the Council and with all the committees of the Association and handles much of the correspondence of some of the committees, particularly that of Committee A, I find it difficult to present a report of my specific work that will differentiate it from the work of the Association as a whole.

I have served the Association as General Secretary since June 1, 1936. On the basis of my experience during the past seven months, I feel that the name of my position should be changed to that of Corresponding Secretary, because that is far more descriptive of my present work than the title General Secretary.

The Washington Office receives a tremendous volume of correspondence each day in addition to the large number of necessary routine letters. This correspondence must be acknowledged and handled in various ways. Much of it, of course, relates to the work of the Council, the work of the several committees of the Association, and the work of our chapters, but much of it comes from the profession at large from both members and non-members of the Association. In this correspondence, there are many inquiries for all sorts of information. Some of the letters received are highly critical of various aspects of the Association's work. The Association is criticized for being too conservative or too aggressive. We do not stress academic freedom and tenure enough or we stress it too much. We send out too much material to the local chapters or we do not send out enough material to the local chapters. I should like to have the time to read a number of these letters to you. They would give you some insight into what many of our members expect the Washington Office to accomplish. Each letter requires an answer and a rather careful answer lest the writer be lost to the Association. Frequently one answer does not suffice, and I find myself engaged in an extensive correspondence with some of our members. As one writer put it to me, "It should be the first business of the officers of the Association to satisfy the cash customers." Keeping the letters of one particular cash customer answered, I find, has come to be rather a strenuous task. Obviously this correspondence consumes a tremendous amount of my time and the time of the entire secretarial staff.

In addition to keeping up with this omnipresent unanswered correspondence, much of my time is given over to personal interviews with officers of the Association, with committee chairmen, with members of

¹ Presented at the Annual Meeting, December 29, 1936.

committees, with representatives of other educational associations, with some college and university administrative officers, and last, but by no means least, with professors who wish to bring complaints to the attention of Committee A and want to state their complaints in personal interviews. Such interviews are usually not brief in nature. Recently a professor who desired to relate the story of his termination of tenure in a personal interview informed my secretary that he thought he would be able to state his case to me in about three hours.

These aspects of the Association's work are all important and necessary. I mention them in this informal way, so that you may know, in case your letter addressed to the General Secretary or to the Association is not answered as promptly as you think desirable, it is not because of neglect on the part of the Washington Office, but because there are only so many hours in a day.

It has been necessary for me to decline a number of invitations from members of the Association to speak to chapter and regional groups because the nature of the work described above makes it impossible to be away from the office even for a short time. I regret exceedingly that it is necessary to decline such invitations, for I am very definitely of the opinion that there should be more personal contact between the Association's national office and our chapters and membership at large.

Association of American Colleges.—Cooperative relations with the Association of American Colleges inaugurated by Professors Cook, Tyler, and Mitchell have been continued during the past year. Professor Otis W. Caldwell, of Columbia University, acted as this Association's representative at the twenty-second annual meeting of the Association of American Colleges in New York City on January 16 and 17, 1936. On March 28, 1936, representatives from this Association, Professors Carlson, Cook, Tyler, Mitchell, and Himstead, met with the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges for a conference in Washington. A spring conference of representatives of this Association and representatives of the Association of American Colleges has been tentatively planned. It is felt that such meetings and conferences may do something toward effecting cooperation between our Association and college and university administrators.

During the past year, President Carlson, representing our Association, addressed two regional meetings of the Association of American Colleges. At a regional meeting of that Association on October 16 and 17 at Millsaps College, Jackson, Mississippi, he spoke on "Present Points of Danger," and on October 21 he discussed academic freedom and tenure at a similar regional meeting at St. Mary's College, Notre Dame, Indiana.

Chapters.—The number of chapters has continued to increase as follows:

1932	219
1933	227
1934	253
1935	281
1936	310

That is to say, at 310 institutions we have seven or more Active members, and such groups are listed as chapters because they are eligible to organize as chapters. Of these 310 groups, 267 are fully organized and receive chapter letters from this office.

New chapters have been formally organized in 1936 at the following institutions: Brothers College (Drew University), Capital University, College of Charleston, Duquesne University, Findlay College, Fordham University Graduate School, Fresno State College, Georgetown University, Harris Teachers College, Kansas State Teachers College (Pittsburg), Kenyon College, Lincoln University (Missouri), Louisiana State Normal University, Macalester College, Missouri State Teachers College (Southeast), Monmouth College, Nebraska State Teachers College (Peru), New Mexico State College, Queens-Chicora College, St. Louis University, and University of Tulsa.

During 1936 seven chapter letters were sent out from the national office. Of the 267 actively organized chapters, (some of course organized late in the year), 84 answered none of the chapter letters; 24 answered but one; 148 answered more than one (some answered as many as six); and 10 answered all. The chapters replying to all letters are: Colgate University, University of Florida, Gettysburg College, Hunter College, Illinois State Normal University (Southern), Kansas State Teachers College of Emporia, Northwestern University, Stanford University, University of Wichita, and University of Wyoming.

Availability of Information Concerning Association's Work.—In order that our entire membership may be more fully informed as to the current work of the Association, all chapter officers were sent copies of the complete record of the Council meeting held in Chicago on October 17, with the request that this record be presented to their local groups at the next chapter meeting. I expect to continue this plan in the future, believing that availability of information as to the Association's administration is desirable and will make for greater unity of purpose.

In line with this policy, copies of the Council Record were also sent to the members of Committee E on Organization and Conduct of Local Chapters, to the members of Committee O on Organization and Policy and to the chairmen of all other committees.

Appointment Service.—The Association's Appointment Service was, in accordance with the action taken at the 1935 Annual Meeting, sus-

pended as of July 1, 1936. Registrants were notified in March of this action and advised that their records would be returned upon request. A total of five placements was made during the half-year period.

The practice of listing in the *Bulletin* vacancies reported and teachers available is being continued in a modified form. Applications in either case are forwarded directly with no nomination on the part of the Washington Office.

Membership.—On January 1, 1936, the Association had a membership of 12,713. At that time the Association entered the new year with a larger number of members than ever before. On January 1, 1937, the Association will have a membership of 13,377, which represents a net gain over last year of 664. During the past year, there were 1492 elections and 141 reinstatements, a total of 1633 additions to our membership, but during that period we lost members as follows:

Resigned	356
Deceased	81
Membership lapsed	532

a total of 969. This latter figure is large and somewhat discouraging, but it is smaller than in any recent year.

I think we all appreciate the importance of a large, well informed, and widely distributed membership. In my Chapter Letter of October 7, 1936, I stressed this point as follows:

"Although our present membership [as of that date—13,038] is larger than ever before in the history of the Association, relatively it is small and our budget limited. A continuing effort should be made to enroll a larger percentage of the profession. The effectiveness of the Association depends in the last analysis upon a large and widely distributed membership. It is a strong Association 'in being' quite as much as an Association 'in action' which will secure general acceptance of our principles.

"To become a member of the Association, the Constitution requires that one must have the endorsement of three members in good standing. This requirement in fact means that one becomes a member by invitation. An invitation from a friend or a colleague usually receives a favorable response. Most chapters have a regularly constituted membership committee. We hope that your chapter, if it has not already done so, will appoint and keep active a Committee on Membership and see to it that the non-members on the faculty of your institution are accurately informed as to what the American Association of University Professors is and are cordially invited to become members of this professional organization for all college and university teachers."

For the coming year, I hope that each member of the Association will consider himself a Committee of One to invite at least one non-member to membership in the Association. I believe that if college and university teachers were informed of the work our professional association is doing, our membership would be greatly increased. As we increase our membership, we increase our influence and secure needed revenue. As we increase our influence, we come that much nearer achieving the several ideals for which the Association was brought into existence.

RALPH E. HIMSTEAD, *General Secretary*

REPORT OF THE TREASURER¹

The following Statement of Income and Expenditure for the fiscal year ending December 31, 1936, is submitted by the Treasurer, as her report for the year. The accounts of the Association for 1936 have been duly audited by Professor R. N. Owens, C.P.A., of George Washington University.

Statement of Income and Expenditure (from January 1 through December 31)

<i>INCOME</i>	1935	1936
Dues.....	\$43,275.56	\$44,075.68
Bulletin Sales.....	832.55	867.35
Advertising.....	256.96
Appointment Service.....	925.88	759.55
Stenographic Report of the Annual Meeting.....	153.33	195.59
Interest.....	337.18	283.59
Total Current Income.....	\$45,524.50	\$46,438.72
<i>EXPENDITURE</i>		
Bookkeeping and Office Records.....	\$ 6,986.87	\$ 7,032.00 ^a
Clerical.....	3,939.21	3,715.35
Supplies.....	747.66	556.27
Overhead.....	2,300.00	2,760.38 [*]
Bulletin.....	\$12,367.21	\$11,773.44 ^a
Clerical.....	1,381.06	1,430.59
Printing, Mailing, and Supplies.....	8,467.15	7,120.85
Editorial and Review.....	1,019.00	1,252.00
Overhead.....	1,500.00	1,970.00 [*]
Membership Canvass (Clerical and Supplies).....	\$ 2,145.50
Membership and Chapter Activities.....	\$ 6,537.35	\$ 8,449.02
Clerical.....	3,545.90	4,694.29
Supplies.....	691.45	995.35
Overhead.....	2,300.00	2,759.38 [*]
Appointment Service.....	\$ 3,149.16	\$ 1,657.50 ^a
Clerical.....	1,737.21	904.00
Supplies.....	111.95	103.50
Overhead.....	1,300.00	650.00
Annual Meeting.....	\$ 2,246.44	\$ 1,944.09 ^a
Clerical.....	460.68	517.27
Supplies.....	141.03	170.07
Travel.....	944.73	356.75
Overhead.....	700.00	900.00 [*]
Committee Activities (excl. of Coms. A; B, Field; E, Field; T; Com. on Appointment Service; Com. on General Secretaryship; and Executive Committee).....	\$ 1,796.70	\$ 3,056.34 ^a
Clerical.....	975.07	1,497.77
Supplies.....	120.62	173.38
Field Expense.....	261.01	445.19
Overhead.....	440.00	940.00 [*]

<i>EXPENDITURE (Continued)</i>	<i>1935</i>	<i>1936</i>
Committee A.....	\$ 4,693.86	\$ 5,462.31 ⁷
<i>Clerical</i>	1,770.32	1,786.71
<i>Supplies</i>	140.18	158.52
<i>Field Expense</i>	1,023.36	1,277.08
<i>Overhead</i>	1,760.00	2,240.00*
Committee B, Field.....	\$ 103.20
Committee E, Field (Visits, etc.).....	\$ 307.91	\$ 411.83
Committee T (W. O. and Field).....	\$ 38.30	\$ 48.76
Committee on Appointment Service (W. O. Clerical)	\$ 100.00
Committee on General Secretaryship (Clerical, Supplies, and Field Expense).....	\$ 628.14
Executive Committee and Council: Circular Letters and Meetings.....	\$ 2,027.01	\$ 4,525.22 ^a
<i>Clerical</i>	321.17	423.67
<i>Supplies</i>	181.14	166.36
<i>Travel</i>	1,124.70	3,415.19
<i>Overhead</i>	400.00	520.00*
Chapter Rebate.....	\$ 1,501.32	\$ 1,717.17
Furniture and Equipment.....	\$ 143.85	\$ 87.12
President's Office.....	\$ 200.00	\$ 200.00
Travel (Officers and Delegates).....	\$ 143.14	\$ 144.08
American Council on Education.....	\$ 100.00	\$ 100.00
International University Conference.....	\$ 25.40
Total Current Expenditure.....	\$45,112.76	\$46,737.48
Surplus or Deficit.....	+\$411.74	-\$298.76
Cost per member.....	\$3.73	\$3.58

Summary of Assets and Liabilities

Checking Account:^a

Balance, January 1, 1936.....	\$ 1,294.91
Add, Current Income.....	46,438.72
Add, Transfer from Invested Reserve.....	1,000.00

Total.....	48,733.63
Less Expenditure for 1936.....	46,737.48

Balance, December 31, 1936.....	\$ 1,996.15
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Invested Reserve:^a

Balance, January 1, 1936.....	\$ 8,000.00
Deposited during 1936.....	6,000.00

Total.....	14,000.00
Withdrawn during 1936.....	7,000.00

Balance, December 31, 1936.....	\$ 7,000.00
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*EXPENDITURE (Continued)*Life Membership Fund:¹

Balance, January 1, 1936.....	\$ 1,655.53
Added in 1936.....	122.52
Interest added in 1936.....	24.85

Total.....	1,802.90
Transferred to Current Income.....	168.00

Total.....	1,634.90
Refunded to Junior member.....	20.55

Balance, December 31, 1936.....	\$ 1,614.35
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Carnegie Grant for Committee Y:²

Received, May 1, 1935.....	\$10,000.00
Received, April 10, 1936.....	3,000.00
Interest added.....	94.85

Total.....	13,094.85
Expended.....	12,075.72

Balance, December 31, 1936.....	\$ 1,019.13
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Explanatory Notes

The budget for 1936, as submitted January 28 and tentatively approved by the Executive Committee, has been increased by \$7105 in expense to cover the costs of: an adjustment in *Bulletin* editorial [\$200]; additional clerical due to increased membership [\$150] and Committee [\$400] activity; field expense for meeting of Committee O [\$135]; increased cost of Committee A investigations [\$375]; additional appropriations for Committees B [\$100] and T [\$75], and for Chapter Rebate [\$1000], for Officers' Travel [\$100], and for International University Conference [\$25]; travel expense of Council meetings [\$1875]; increase in Overhead: for rent [\$70], General Secretary's salary [\$170], honorarium for Dr. Mayer [\$1080], and general supplies [\$700]; and \$650 inadvertently omitted from the budget at the beginning of the year. The Executive Committee also approved adjustments in budget allotments for clerical and supplies, without increasing the total allowance.

The deficit for the year is \$298.76 as compared with an anticipated deficit of \$2040. The cost per member, figured on the basis of average membership, is \$3.58 in 1936 as compared with \$3.73 in 1935, \$3.42 in 1934, \$3.25 in 1933, \$3.46 in 1932, \$3.92 in 1931, and \$4.19 in 1930.

¹ Presented at the Annual Meeting, December 29, 1936.

² Increase due to increase in Overhead.

³ Decrease due partly to extra costs involved in printing the complete list of members in the January, 1935, *Bulletin*.

⁴ Decrease due to suspension of Appointment Service.

⁵ In 1936 the expense [\$911.37] of Council members attending the Annual Meeting was charged to Council Travel rather than to Annual Meeting Travel as in the past. The budget was not changed since the amount could not be determined in advance.

⁶ Increase due to increased activity and to expense of Committee O meeting.

⁷ Increase due to increased cost of investigations.

⁸ Increase due to travel expense for Council meetings in accordance with 1935 Council vote authorizing reimbursement up to \$150.00 per Council member during 1936.

⁹ The Invested Reserve and the Life Membership Fund are deposited in the Special Interest Department of the Harvard Trust Company of Cambridge, Massachusetts. The Checking Account and the Carnegie Grant for Committee Y are deposited with the American Security and Trust Company of Washington, D. C.

* Increase of \$2040 in Overhead for Rent [\$295], for Administrative Salaries [\$1100 including an honorarium of \$1080 to Dr. Mayer], and for General Supplies [\$645] to cover increased membership and taxes, and loss of discounts on quantity purchases due to half-year orders of stationery and mimeographed forms because of change in officers.

Three major items of expense are regularly distributed under the major categories listed in the comparative statement of income and expense. These are Clerical, Supplies, and Overhead. The totals are brought together here for ready reference: \$14,970 for Clerical; \$2323 for Supplies; and \$12,740 for Overhead. The Overhead covers Administrative Salaries, Rent, and General Supplies. Administrative Salaries are \$7950 and the Rent is \$2670. General Supplies are \$2120 and in addition to non-departmental supplies include outlays for taxes, insurance, auditing the books, and for telephone and postage.

Field expenses for general Committees are as follows: Committee C, \$14.75; Committee F, \$17.38; Committee G, \$14.56; Committee O, \$200.62; Committee Q, \$6.43; Committee S, \$53.05; and Nominating Committee, \$138.40.

FLORENCE P. LEWIS, *Treasurer*

REPORT OF EDITOR OF THE BULLETIN¹

The main change in the composition of the *Bulletin* during the year has been the introduction of a special section of Committee Notes and Reports, bringing together, besides the formal reports which are usually annual, incidental material more or less closely related to the work of the respective committees. A second feature has been the section on Chapter Activities which show a welcome and important increase, largely due, it may be supposed, to the energetic operations of the Committee on Organization and Conduct of Local Chapters. The section on Notes from Periodicals has been continued with some amplification. The criticism of this by a member, quoted in a recent issue of the *Bulletin*, has elicited such a response from members who approve it as to leave no doubt in the minds of the Editorial Committee that it should be continued.

The distribution of material published during the year is shown in the following table of pages:

Annual Meeting.....	75
Educational Discussion.....	72
Committee Reports.....	74
Notes and Announcements.....	76
Reviews.....	18
Local and Chapter Notes.....	36
Notes from Periodicals.....	36
Correspondence.....	6
Editorials and Editorial Notes.....	10

In considering a possible further increase of Local and Chapter Notes it still seems inexpedient to include ordinary curriculum changes or personal notes. Items of this kind can be used to better advantage, for example, in *School and Society* with its more frequent issue, while the possible embarrassing consequences which may attend the occasional rejection of material sent to the Editor by members seem not wholly negligible.

The matter of advertising is still of concern to the officers and the Council, but it has seemed best to continue the contract with the publishing company for the current year.

The suspension of the Appointment Service has led to a curtailment in published lists of teachers available and vacancies. It remains to be seen whether institutions and candidates will avail themselves of this opportunity for making connections through the professional organ.

The Editor acknowledges with appreciation letters of approval or of disapproval received from members and will be duly grateful for further communications, whether or not intended for publication.

H. W. TYLER, *Editor*

¹ Presented at the Annual Meeting, December 29, 1936.

COMMITTEE NOTES AND REPORTS

A CODE OF ETHICS FOR TEACHERS IN COLLEGES AND UNIVERSITIES

The code here published was presented before the regional meeting at the University of Michigan on November 7. In explanation of this document Professor C. N. Wenger spoke in part as follows:

"The document before you is a product of two years' work by the Committee on Ethics of the Michigan Chapter. It was drafted with a view to submission for publication in the *Bulletin* of our Association; not as a finished code for which we would ask adoption, but as a means to elicit nation-wide criticism.

"Sooner or later most code-makers have been forced to attempt a justification for the existence of their products. The question, 'But why have a code?' is one that but few of them can evade. The address on constitutions at the Harvard Tercentenary by Professor Corwin of Princeton reflects considerable light into the darkness whence this insistent question arises. After pointing out that the purpose of any constitution tends to fluctuate at different periods of its history from instrument to symbol and back to instrument again, Mr. Corwin then gave a quite conclusive development of the thesis that constitutions make their appearance only when human rights have already become established. As instruments, he indicated, they serve but little if at all in the securing of rights; their service lies rather in the clarification, publicizing, and maintenance of rights already secured. In their absence we may presume, either that the group has other means for effecting this service, or that it has no established rights. There are many who believe that the membership of the teaching profession might profitably investigate its status in these matters and thus incidentally determine to what degree it is entitled to call itself a profession.

"That codes may become as disastrous as the proverbial millstone, we have seen abundantly evidenced within the past fifteen years. That the absence of a code of any sort may be even more disastrous, is supported by a still larger quota of evidence, no little part of which is available in the colleges and universities. Whether or not a code would remedy the situation, it is undeniably a disgrace to the profession as a whole that the victims of academic abuses should be so numerous in these very institutions of higher learning where youth is presumed to receive its initiation into the culture of a representative democracy.

"That codes may be misused, no one competent to judge would deny. That they are subject, like constitutions, to petrification, those who are informed in these matters readily concede. Even so, there seems no

real reason to prefer chaos to order just because there are many and varied pitfalls in an ordered world. To be sure, those who profit by chaos may be reasonably expected to prefer that alternative.

"There are some who seem inveterately averse to the word 'code.' While not wholly approving their stickling over a name, one may, perhaps, still reasonably sympathize with their aversion to this term. Alternative terms, however, need to be closely scrutinized for possible attempts at romantic escape. Those, for instance, who have been championing a Statement of Objectives in preference to a Code might well be closely questioned to make sure whether they really conceive themselves to be in possession of any rights and subject to any duties, or if perchance all these are merely objectives with them.

"However, suppose it be granted that a code or similar instrument is desirable; then immediately there arises a new, multiform, and equally harassing set of questions. What form should the code take? Should it be a set of general principles only, or a series of provisions as specific as its range of application will allow? Should it be designed for application to classroom teachers only, or for promoting ethical relationships among all members of the profession (those who do research, administrative work, and creative instruments of communication as well as those allocated to classroom teaching)? These and similar issues have been extensively studied and debated by the Committee. That its suggested Code shows a preference for the second alternative in the series of choices above cited does not at all indicate an easy white-from-black selection. It does indicate, I believe, that men of good will can sufficiently reconcile their differences to agree in principle upon quite definite commitments. Not that issues of wide significance will be closed by such agreement, but that they may thus be dealt with by men pledged to cooperative undertakings. The issues cited and others like them are still open and challenge your questioning. Beyond that, any adequate coping with them must make use of that nation-wide criticism, from all areas of professional experience, which we hope to elicit by the proposed publication in the *Bulletin* of the Association.

"It is obvious, I presume, that at the present stage of its development questions concerning the administration of the Code be would somewhat premature. Administration is, in the main, a separate problem, except so far as the provisions of any code must be designed with a view to their workability. Its provisions will, in any case, need to be flexible and open to adjustment for variant and changing situations. Furthermore, any code that has been so far perfected that its acceptance or adoption might reasonably be urged should carry within itself an imperative provision for periodic reexamination and revision.

"It has not been the intent of this introduction to prescribe or limit

your discussion in any way. It is desired, however, that you should not mistake the code before you for something more ambitious than it pretends to be. This is a suggested, not a perfected code. The Committee's proposal that it be submitted for publication in the *Bulletin* is aimed primarily at publicizing its issues rather than its provisions, and in a manner such as to draw the widest possible range of suggestions. Whatever the fortunes of this suggested Code, it is undeniably urgent that all members of our profession, in all ranks and conditions of educative service, should give serious attention to the problems these issues represent. Considering the many hazards of our times, we dare ask no less of those who genuinely desire the well-being of the profession and the larger welfare of the cultural public we serve."

A CODE OF ETHICS FOR TEACHERS IN COLLEGES AND UNIVERSITIES

I. *Relations of the Teacher to His Profession*

A. A profession is delimited in part by the necessary training. The minimum training and performance for different levels of teaching are prescribed by law and by regulations of responsible bodies. Moreover, it is the duty of the teacher to secure the best training possible in the mastery of his field of study, in knowledge and understanding of the behavior of his students, and in teaching technique.

B. The teacher should expect to be governed in accordance with a clear formulation of the conditions for appointment and promotion by the authorities of his institution and, in the absence of such formulation, he should press for it.

C. The first duty of the teacher in all circumstances is the discovery and exposition of the truth in his own field of study to the best of his ability. This necessarily involves a clear orientation within the general field of knowledge. Discovery as here used means the thorough, critical, and independent canvass, so far as possible, of available sources of knowledge and the carrying on of original investigation in so far as time, circumstances, and ability permit. Exposition means the conscientious and thought-provoking presentation first of all to his students and secondarily to others with whom he has occasion to deal. So far as this aim is development of skills rather than knowledge and understanding, discovery and exposition have to do with methods of training rather than with content.

D. Every teacher should be ready to assist to a reasonable extent in the administrative work of his department and in the more general administrative work of the institution, when called upon to do so.

E. Reasonable participation in professional societies, including not only those having to do with subject matter, but also those concerned

with the interests and normal affiliations of classroom teachers, is a duty resting upon all teachers.

II. *Relations of the Teacher to His Students*

A. The ethical obligation to give due time and attention to effective teaching requires of the teacher the prompt and regular meeting of his classes, faithfulness to student consultations, and constant refreshment in the daily work of his classroom programs.

B. The teacher should strive for a timely, just, and unprejudiced appraisal of all student work in terms of whatever grading system may be commonly accepted throughout his institution. He owes students the right of review of their work and grades given and, in cases of serious grievance or dispute, the right of appeal to a faculty committee, or similar agency, regularly provided for this purpose. The individual teacher, staffs, and whole faculties should, from time to time, make comparative studies of grades given and of the effectiveness of their appraisal systems in general.

C. The teacher should be actively concerned for the general welfare of his students so far as this has a clearly discernible bearing upon the success of the educational process.

D. The teacher should secure permission and give credit for the use of original student contributions in his lectures or publications, in the same manner and degree as for borrowed materials from other sources. He should not, in any case, use students to their detriment in fostering his own research, publications, or other ventures. *check!*

E. The teacher, who rightfully asks academic freedom for himself, should be extremely careful to accord his students a like freedom.

F. The teacher should not tutor students from his own classes for pay, nor those from the classes of colleagues in the same department or elsewhere except under conditions known and approved by responsible authorities.

G. The teacher should be alert and cooperative in the detection and reporting to appropriate disciplinary agencies of all cases of student dishonesty and of other misconduct that is seriously harmful to the objectives and ideals of the department or institution in which he serves. It is his duty, however, to take care that students charged with offenses of this sort have opportunity for a hearing such as to ensure the submission of all relevant facts and a just disposition of their cases.

H. The teacher should treat the ideas, needs, weaknesses, and failures of students in confidence, whether he has gathered his knowledge in the course of routine activities or from personal consultation, and he should not reveal such facts to others except in the line of duty.

III. *Relations of the Teacher to His Colleagues*

A. The teacher should give his colleagues active cooperation and encouragement in their individual development as teachers and in measures in behalf of the objectives of his department and institution.

B. The teacher should in no case indulge in unfair competition with his colleagues for position, rank, salary, students, or other advantages of any sort.

C. The teacher should avoid indiscriminate disparagement of his colleagues. He owes to his institution and to the profession a reasonable tact, both as to content and place, in the utterance of disparaging facts. This should not restrain him, however, from an honest and timely appraisal of a colleague that is for the betterment of educational service, nor from his duty to submit to appropriate authorities any substantial evidence in his possession concerning the unfitness of a colleague.

D. A teacher should always secure permission and give credit for the use of materials borrowed from colleagues or elsewhere in his own lectures, publications, or other public presentations.

E. A teacher should not sponsor or promote the rendering of services to students for pay by individuals who would not meet with the approval of the department most closely concerned with such services.

F. A teacher should not fail to recommend a colleague for a better position through desire to retain him in his present position, or for any cause other than that of unfitness for the place.

IV. *Relations of the Teacher to His Institution and Its Administrators*

A. The teacher should at all times insist upon and exercise his right of untrammelled investigation and exposition of any matter within his own field or specifically germane to it, but he is also morally bound not to take advantage of his position for introducing into his classroom the discussion of subjects not pertinent to his special field.

B. The teacher should maintain his right as a citizen to speak outside his institution on matters of public interest, so far as this does not interfere with proper attention to his educational duties; but he should make clear always that the institution is in no way responsible for his extra-mural utterances, except where he is specifically acting as its agent.

C. It is the duty of the teacher loyally to support the principles of tenure, promotion, demotion, and dismissal adopted by the profession and to press for the formulation and use of such principles where none have been adopted.

D. The teacher should not intrigue with administrative officials to enhance his own position or to injure that of a colleague.

E. The teacher should always recognize his responsibility to ad-

ministrative officials, unless their acts conflict with a higher loyalty with reference to which he makes his position clear.

V. *Relations of the Teacher to the Non-academic World*

A. The teacher should maintain and exercise his right as a citizen to take part in community and public affairs, except for such restrictions as are necessary to prevent the neglect of his professional duties.

B. The teacher should make his abilities and influences available for the service of the public relations of his institution. He should not, however, attempt on his own account to initiate or promote any policy relating to his institution, or seek advancement in rank or salary for himself or a colleague, through connivance with or influence upon governing boards or public officials. In case such officials initiate discussions with him concerning matters of this sort he should report the substance of the discussions to the president or appropriate officers of his institution.

C. The teacher should not, during the academic year, undertake for pay extensive activities outside his institution, such as would consume his time and energy, except with the approval of the proper institutional authorities; and he should not, in any case, exploit his teaching position to secure outside income or favors in competition with non-academic colleagues.

D. The teacher should avoid occasioning sensational publicity by unbecoming speech or conduct.

E. A teacher should not accept pay, directly or indirectly, from outside individuals, groups, or agencies of any sort, for the teaching of partisan views or the promotion of partisan projects, either within or outside his institution.

F. The teacher should maintain a non-committal policy in public on all controversial issues arising within the school. He should maintain in strict confidence all department or school matters not intended for dissemination. If any issue or matter is of such public concern that he must, for his own integrity, speak out, he should make this clear to all concerned.

G. A teacher should defend any member of the profession who is unjustly attacked.

COMMITTEE ON ETHICS
University of Michigan Chapter

CHARLES B. VIBBERT

H. J. MCFARLAN

R. D. MCKENZIE

W. C. HOAD

JOHN F. SHEPARD

C. N. WENGER, *Chairman*

NOTES AND ANNOUNCEMENTS

COLLEGE ENTRANCE EXAMINATION BOARD

The annual pamphlet, containing definitions of the requirements in various subjects recently issued, reprints a statement of fundamental principles adopted by the Board in November, 1933:

"(1) The existing definitions of the requirements are to be liberally interpreted as indicating in a general way the nature and extent of preparation considered necessary and not as prescribing any definite form of instruction, method of preparation, or teaching technique.

"(2) All statements concerning the technique of examining or describing the form of the examinations have been rescinded, and the examiners have been instructed to prepare examinations designed to describe the individual candidate with the smallest possible error of measurement."

Subjects listed for examinations for the first time in June, 1937, are the Physical Sciences and the Biological Sciences, each of the comprehensive type and based on a two-year integrated course. The Board has recently published a statement in regard to examination ratings.

A commission on examinations was appointed in April, 1934, to study the possibility of giving a comprehensive examination in history and to consider the advisability of offering examinations in the separate units including objective and essay-type questions. Action upon the report will be taken after time has been allowed for a full expression of opinion by those interested in the place of history in the school and college curriculum. The report was preprinted from *The Social Studies*, issue of December, 1936, and copies may be obtained from the office of the College Entrance Examination Board, 431 West 117th Street, New York City.

CARNEGIE CORPORATION, ANNUAL REPORT

The report of President Keppel for the year ending September 30, 1936, records a total expenditure of \$3,770,000 in grants to educational institutions and organizations in the United States and the British dominions and colonies for the support of library interests, fine arts and music, adult education, and research and publications. The largest appropriation of the year was \$6,700,000 for the capitalization of the Teachers Insurance and Annuity Association. In commenting upon relations of taxation to contributions for educational purposes Dr. Keppel sees no "drying up of the springs of private contributions." The very doubts and the fears which, it is asserted, are deterring certain potential donors, he remarks, "are exerting exactly the opposite influence upon others. . . . The safest way to estimate future philanthropies is to project the curve of past philanthropies."

Concerning the general scale of expenditure by higher institutions, the report continues: "There is a growing belief, based on something more than a rationalizing of the inevitable, that our universities will gain rather than lose by adopting a less costly and pretentious scale of doing things. Whatever contributes to a prestige that will tend to attract the elite among teachers and students is legitimate and worthy, and so is whatever contributes to the opportunities for the individual in the institution; but to what degree do sumptuous dormitories and dining halls, palatial classroom and laboratory buildings, the appointment of ordinary people to extraordinary professorships, *rarissima* in the library, really contribute to the prestige that matters?"

With regard to competition among institutions it is asserted: "While no generalization is ever wholly fair, it is essentially true that though American scholars and research workers are notably cooperative, American scholarly institutions have until very recently been notably uncooperative. The items in a college or university budget first to disappear in days of falling income are those dedicated to the joint support of desirable enterprises. A policy of rugged individualism has furnished the pattern which each institution has chosen to follow. College libraries have duplicated costly and little used books and journals already in nearby collections; departments have been "rounded out," to adopt their own phrase, not because of any recognizable demand but to match or surpass the offerings of their neighbors. For each college in the United States to cut down its professorships by one, each university by two, would be no serious hardship. If as a vacancy occurred in some decorative but really unessential field it were left unfilled, it would not be many years before this would provide the funds for cooperative enterprises which would immensely broaden the opportunities of faculty and student alike with reference to art exhibits, music, drama, visiting lectureships, facilities for field work and foreign study, and for scholarly publication."

NATIONAL RESEARCH COUNCIL

The report of the chairman of the Council to the Administrative Committee for October and November last gives a list of institutions at which 46 fellows in the physical, medical, and biological sciences are now at work, the largest number (7) being at Princeton University and the Institute for Advanced Study. Announcement is made of the election of Dr. L. J. Henderson, Harvard University, as General Secretary of the National Academy of Sciences in succession to Dr. T. H. Morgan. This carries with it the chairmanship of the Division of Foreign Relations of the National Research Council. Steps have been taken in the library of the Council to prepare for the revision of the

"Handbook of Scientific and Technical Societies and Institutions of the United States and Canada."

RETIREMENT PLANS AND GROUP INSURANCE IN LAND-GRANT INSTITUTIONS

A valuable report, presented at the recent Annual Meeting of the Association of Land-Grant Colleges and Universities, describes the present situation as to pensions and insurance in these institutions. 31 of the 52 have some plan for the purpose. Of these, 9 are using the joint contributory plan in contract with an insurance company, 9 are included in state retirement systems, 8 have non-contributory, non-funded pension plans. 21 report some plan of group insurance. No inquiry was made as to the number of institutions assisting in providing health and accident insurance. Section 5 of the report deals with the fundamental principles and provisions of a retirement plan. The concluding section 7 reads: "Your committee believes that the problem of protection should be considered by each land-grant college or university, and that each institution should develop a system of protection which will cover all employees, including extension and experiment station workers. For retirement, the committee is favorably impressed with the advantages of plans established by joint contributions of the employer and employee, deposited with an insurance company to accumulate at compound interest to the credit of the individual worker, with such benefits guaranteed and safeguarded by a contract with the protected individual. State and territorial retirement plans when developed on an actuarial basis are satisfactory for employees of land-grant institutions. It is also the opinion of your committee that all of our colleges and universities should give serious consideration to the matter of assisting members of their staffs in securing ample insurance under safest and most advantageous conditions."

Copies of the report may be obtained to a limited extent from President J. A. Burruss of the Virginia Polytechnic Institute, Blacksburg, Virginia, Chairman of the Committee.

INSTITUTE OF INTERNATIONAL EDUCATION

The News Bulletin for December contains an editorial by the Director on "Present Cultural Relations Between the Orient and Occident," "Observations on Education for Politics in England and the United States," by Karl Polanyi; and an account of "Education in Modern Greece," by Theodore Haralambides. Mention is made of a letter received from Rio de Janeiro by a number of educators in this country, offering diplomas of Doctor of Chemistry for a modest price.

CURRENT REGISTRATION IN HIGHER EDUCATION

According to the statistics assembled annually by President Raymond Walters of the University of Cincinnati there are 746,224 full-time students in 593 approved institutions in the present academic year and a grand total, including part-time and summer school classifications, of 1,140,786 resident students. These figures represent an increase of 6.5 per cent in full-time enrolment over 1935, which in turn exceeded 1934 by 6.6 per cent. The grand-total advance was 7.3 per cent, as compared with 8 per cent for 1935 over 1934.

Respecting the types of institutions Dr. Walters reports as follows: "Of the 579 institutions which reported last year and this, it is to be noted that 55 universities under public control have 19,339 more full-time students than in 1935, or 8.7 per cent increase (as compared with 8.3 per cent increase in this group for 1935 over 1934); that 49 universities under private control have 4932 more full-time students, or 2.9 per cent (as compared with 3.6 per cent increase in this group for 1935 over 1934); that 365 separate colleges of arts and sciences have 8203 more students, or 4.4 per cent increase (as compared with 5.4 per cent increase for 1935 over 1934); that 50 technological schools have 7844 more students, or 11.3 per cent increase (as compared with 12.7 per cent increase for 1935 over 1934); that 60 teachers colleges have 1301 more students, or 2.7 per cent (as compared with 4.8 per cent increase for 1935 over 1934)."

Although the statistics do not include those for junior colleges, it may be noted that the American Association of Junior Colleges in January, 1936, reported 122,311 students in 518 junior colleges for 1935-36, as compared with 110,118 students in 526 junior colleges for 1934-35.

All regions of the country show increases, the largest gains in full-time enrolment for 1936 over 1935 being in the West South Central division, 11 per cent. In the West North Central division the increase is 6.2 per cent, in the East North Central division 8.9 per cent, in the Mountain division 7.18 per cent, and in the Pacific division 7.16 per cent.

The interpretative summary of the figures is given in part as follows: "The attendance increases in approved colleges and universities of the United States this year . . . may be explained as due partly to N.Y.A. federal aid, partly to improved business conditions, and partly to the persistent faith of America that higher education yields economic and cultural returns for youth and for the country as a whole. As to the first factor it may be pointed out that the number of full-time students in these approved institutions receiving aid by part-time jobs provided through the National Youth Administration is 12 per cent, or approximately 85,000. The increase in full-time enrolments in these approved

institutions for the past two years is also approximately 85,000. It would be fallacious, however, to ascribe the entire attendance gain to N.Y.A. help, since the new phrasing of qualifications for part-time jobs is less stringent than formerly; and since there is an even larger percentage increase in the number of part-time and summer session students who are not eligible, in general, for N.Y.A. employment. . . .

"Current enrolments show a continued trend toward engineering and commerce, and also a return to popularity of courses in agriculture, which a few years ago had dropped off markedly. By far the largest number of young men and women entering American colleges and universities take general training—the liberal arts courses which have broadly cultural aims and which also qualify for later admission to medical, law, and other professional schools. It should be observed that though liberal arts numbers are maintained, their proportion is declining. For example, in 1933, 75 per cent of freshmen in the institutions of this list chose some curriculum in liberal arts; this autumn the percentage was 69.2. This presages a continuance of the tendency noted by President Wilkins, of Oberlin College, that, not the number, but 'the proportion of college graduates going on to graduate or professional schools has declined very rapidly since the beginning of the century.' "

The full report is published in *School and Society* for December 19, 1936.

FEDERAL INCOME TAX RETURNS IN 1937

The Federal Revenue Act of 1934 has been altered in several respects by the Revenue Act of 1936. One of these alterations, that which subjects dividends to normal tax, will be of importance to many members of the teaching profession. The Treasury has recently issued Regulations 94 covering the income tax features of the latest Revenue Act. Copies of these Regulations can often be obtained gratuitously from local collectors of internal revenue, and can also be purchased from the Superintendent of Documents, Washington, D. C., at 35 cents. Teachers whose problems necessitate detailed study should examine one or more of the several tax services. A tax service will usually be found at any bank, or in a business or law school library. The comment of this memorandum is arranged to follow the items of the Individual Income Tax Returns, Form 1040A for net incomes not exceeding \$5000 and derived chiefly from salaries and wages, and Form 1040 for net incomes not fitting the foregoing description. The latter blank contains more nearly complete official instructions, and may wisely be consulted even by those taxpayers whose limited incomes permit the use of Form 1040A.

Introductory Questions in Return (numbered 1-6 on 1040A; 1-13 on

1040): With one exception these questions are self-explanatory or adequately covered by instructions printed elsewhere on the return blanks. That exception is question 4 on Form 1040, asking if the return is a joint return of husband and wife. Spouses should carefully consider whether aggregation of their income in a joint return will subject them to greater surtax than if they file separate returns. For a number of years, when one spouse had deductible losses exceeding his or her income after other allowable deductions had been made, it was assumed that a joint return would permit application of these surplus losses against the gross income of the other spouse. Regulations 94, article 117-5, denies the propriety of this method of minimizing tax. See also those portions of instructions 10 and 21 on Form 1040 which are printed in blackletter. Spouses in the community property states often find separate returns peculiarly beneficial, because the community income can thus be split.

Salaries, Commissions, Fees, etc. (Item 1 of both return blanks): The controversy as to whether salaries of professors and other officers in state colleges and universities are immune from Federal income tax seems to have been settled in favor of immunity. See the discussion in the *Bulletin* for February, 1936, at page 133; also Regulations 94, article 116-2; and consult that portion of instruction 18 on Form 1040 which is printed in blackletter. An important question for many teachers has been whether they must include as part of their gross income contributions made by their employers for the purchase of deferred retirement annuities. The Treasury has ruled that such contributions do not constitute income constructively received by the teachers in the years in which the contributions are made, and therefore need not be reported as part of their gross income. See the discussion in the *Bulletin* for March, 1935, beginning on page 268; also XIV-1 C.B. 49 ("C.B." means the Internal Revenue Bulletin in its semi-annual cumulative form). For expenses properly deductible from gross salaries and the like, consult instruction 1 on Form 1040, and the article by Professor Magill in the *Bulletin* for February, 1932, at pages 146-147. See also the comment below under the heading of *Rents and Royalties*.

Business or Professional Income (Item 2 of 1040): As this will not typically be an item in a professor's return, no comment is made upon it.

Dividends (Item 2 of 1040A; Item 6 of 1040): Under the Revenue Act of 1936 dividends are subjected to normal tax as well as surtax.

Interest (Items 3 and 4 of 1040A; 3, 4, and 5 of 1040): Interest on tax-free covenant bonds with respect to which tax was paid at the source is differentiated to facilitate avoidance of duplicate payment (see Item 18 of 1040A and Item 31 of 1040). Interest on Liberty Bonds, etc., does not appear in 1040A because this interest is subject to surtax

only (see Item 25 of 1040). The Revenue Act of 1934 contained a peculiar innovation concerning annuities which affected many retired professors, and which has been continued by the Revenue Act of 1936. See instruction 24 (b) of 1040 explaining that the recipient of an ordinary purchased annuity shall include in gross income the periodical payments made to him "except that there shall be excluded from gross income the excess of the amount received in the taxable year over an amount equal to 3 per cent of the aggregate premiums or consideration paid for such annuity (whether or not paid during such year), until the aggregate amount excluded from gross income equals the aggregate premiums or consideration paid for such annuity;" thereafter the entire annuity receipts must be included in gross income. For the entire clause see Revenue Act of 1936, Section 22 (b) (2). The Treasury has ruled that where a retirement annuity has been purchased partly by deductions from a teacher's salary, and partly by contributions from the employing institution, the amount contributed by the teacher himself constitutes "the aggregate premiums or consideration paid" and the amount contributed by the employer shall not be treated as part of such "aggregate premiums or consideration paid." XIV-1 C.B. 49. Because the 3 per cent provision originated so recently, its connotations have not yet been fully developed. This sum is probably considered interest on the investment made in buying the annuity. Hence it would be proper to return the 3 per cent in Item 3 of 1040A or Item 3 of 1040, but this and other taxable proceeds of an annuity may perhaps be returned more conveniently in Item 5 of 1040A or Item 11 of 1040, with due explanation. *Carnegie pensions have been ruled non-taxable, as gifts or gratuities.*

Partnership, etc., Income (Item 7 of 1040): This is not deemed of peculiar interest to professors.

Income from Fiduciaries (Item 5 of 1040A and Item 8 of 1040): Here the recipient if in any doubt should be able to obtain the necessary information and advice from the fiduciary.

Rents and Royalties (Item 5 of 1040A and Item 9 of 1040): The return blanks are largely self-explanatory. Authors will find themselves faced with an interesting problem as to when so-called "royalties" are earned income. See Professor Magill, *op. cit. supra* at 146, and VI-2 C.B. 27.

Capital Gain (or Loss) (Item 5 of 1040A and Item 10 of 1040): The Revenue Act of 1934 contained novel and complex provisions governing these matters, which provisions are continued in the Revenue Act of 1936. Instruction 10 of 1040 quotes the most important section of the Act, and this should be carefully studied. It must be remembered that a loss is not deductible unless suffered (1) in trade or business, or (2) in a transaction entered into for profit, or (3) from fires, storms, shipwreck, or other like casualty, or from theft. See Revenue Act of 1936,

Section 23 (e). It should also be observed that no deductions may be taken for losses from sales or exchanges of property directly or indirectly between members of a family, with a specified exception (see instruction 10 referred to above).

Deductions (Items 7-10 of 1040A and 13-18 of 1040): Consult the instructions printed on the blanks, and Professor Magill's article already referred to.

Computation of Tax (Items 12-20 of 1040A and 21-33 of 1040): Only a few of these items require special comment. The personal exemption of husband and wife making separate returns may be taken in full by either, or divided between them. The taxpayers' object will be to produce the greatest saving. Since this exemption now applies against surtax as well as normal tax (see Items 21-24 and 30 of 1040) it should as a rule go to that spouse whose income runs into the higher surtax brackets.

J. M. MAGUIRE

REPRESENTATIVES

The following members have recently represented the Association at various meetings of associations and at inaugurations:

A. J. Carlson (Chicago), at regional conference of Association of American Colleges, at Millsaps College, October 16-17.

A. J. Carlson (Chicago), at regional conference of Association of American Colleges, at St. Mary's College (Notre Dame), October 20-21.

C. L. Brightman (Syracuse), at inauguration of William Ernest Weld as President of Wells College, October 23.

William T. Wynn (Georgia State College for Women), at Centennial Celebration of chartering of Wesleyan College, October 23.

Robert L. Meriwether (South Carolina), at inauguration of Charles Sylvester Green as President of Coker College, December 1.

E. H. Hollands (Kansas), at inauguration of Nelson Paxson Horn as President of Baker University, December 7.

H. W. Tyler and Paul Kaufman (Washington Office), at First National Conference on Educational Broadcasting, Washington, D. C., December 10-12, 1936.

Harold Bush-Brown (Georgia School of Technology), at Academic Ceremonies of the Centennial Celebration of the founding of Emory University, December 12.

A. J. Carlson (Chicago), Ralph E. Himstead and H. W. Tyler (Washington Office), at annual meeting of Association of American Colleges, Washington, D. C., January 14 and 15, 1937.

EDUCATIONAL DISCUSSION

EDUCATIONAL "PLANNING"

University catalogues present a kind of survey of human knowledge. They are wont to classify their offering into groups distinguishable from one another upon the basis of subject matter, method of handling, and so on: language and literature; history; science, natural, and social; and the rest. But colleges seldom seek, either in prospectus or in the course of instruction, to insist upon the oneness of all the knowledge which they have thus dissected, for convenience sake, into artificial categories. It is hard to think of any more feasible way of making acquaintance with the several lines of intellectual endeavor and achievement than by covering, during college years, naturally and with the application to the process of plain common sense, the elements of the several sets of offerings in the catalogues. This has been contemptuously dubbed "mere tasting." But no one wants to contract to eat a cart-load of apples without tasting them, nor does one need to eat the whole consignment to find out how they taste. The present writer is a convinced defender of tasting, looking before you leap, and divers other at present discredited practical precepts. The main trouble with tasting, so far, is the stubbornness with which departments insist, like the broody hen that is too set to distinguish between eggs and door knobs, upon treating all students, even in the elementary classes, as budding specialists. And the trouble with many teachers is that they have never heard of "the eleventh Commandment for teachers," namely: "Thou shalt not take thyself too seriously."

. . . The mood now seems to be to repudiate all direction of the young, to apologize to them and to hand them over the reins in sobbing self-abasement. Any such apologia is as nonsensical, again, as to accuse the "old men" of making all the wars. Even primitive savages know that the experience of the elders counts. If we are going to cut loose from experience and trust to the bright ideas about society and education that burgeon in green minds, granting to any one and every one, provided that he is not polluted by any experience, the unearned "right to an opinion," we are deserting in the social range all the saving principles that we unquestioningly bank upon in the actual business of living in the material world. . . .

The idea that the immature student is better off under self-direction has some validity solely under the supposition that the teaching he gets is so bad that he had better blunder into blind alleys by himself rather than be subjected to its stultifying influence; or that it is the beau ideal of teaching to tip a novice into deep water without any preliminary suggestions from any one who knows how to swim.

The upshot of the matter is that the great majority of collegians need, for the pursuit of their lives as citizens, a speaking acquaintance with the several branches of knowledge—an acquaintance which they have the leisure and ought to have the facilities to make—leisure and facilities which will never again be available at hand. They should be obliged to make that acquaintance whether they want to or not; if it is conceived to be a "dose," then their will in the matter is as irrelevant as the reluctance of a patient to follow a prescription. If he wills not to take it, there are other doctors. There may be a few cases of congenital inability to learn a foreign language or to "do" mathematics, though asserted impotence of the sort is generally or always a case of slackness of resolution indicative of a mental fiber not toughened to meet and overcome resistance. It comes under the category of deficient preparation for education of the college grade. . . .

There are those who maintain that the best general education for anybody is through specialization in some line, no matter how restricted. They are likely to be convincingly deplorable examples of the contrary. If they have really attained a narrow eminence, they balance upon it in an opinionated self-complacency, quite ready in the absence of an adequate outfit to make a show of themselves by pontificating over politics, religion, or any other outside range. But the loudest advocates of specialization are those who, acquainted with it only second-hand, like to talk learnedly about "research" and especially about "methodology." It is significant that many of the greatest specialists have bewailed narrowness, including their own, and have striven desperately to avoid being walled in by cramping preoccupations. There is something in the contention that you see life at all only by seeing it whole.

A. G. KELLER

School and Society, vol. 44, no. 1144

NOTES FROM PERIODICALS

School and Society

The leading article in the issue for December 26 is a discussion by President A. H. Upham, Miami University, of "The National Association of State Universities: Static or Dynamic." The President of the Association has been for a good many years Secretary of the Association and speaks frankly from the attitude "now it can be told," reviewing what the Association was intended to accomplish and discussing whether its achievements have fulfilled expectations.

The first meetings of presidents of state universities were held in connection with the summer meetings of the National Education Association in the middle 90's. An important factor was the assistance of a relatively efficient organization of land-grant colleges, many of which were state universities. In states where there were independent institutions, the state universities seemed in a sense to be left out. In later years the two Associations, with a considerable common membership, arranged their meetings in sequence at the same place. In 1905-06 a committee of the Association represented them in organizing a joint conference of regional accrediting agencies, and in 1907 it was voted that the Association proceed to the work of standardizing the state universities and direct its committee to bring in at a suitable time some plan of procedure for this standardization. "In considering standards this association at once ran afoul of the Association of American Universities, then a sort of closed corporation, which black-balled rather ruthlessly and happened to be the only American organization recognized by European universities. Many state universities were then universities only in name and could not for years aspire to a place in the 'Ph.D. trust,' as some characterized this rival organization. But this association calmly proceeded to set up a code of standards, confessing that its own members could not meet them, and offered to apply these to all institutions in or out of the association who might desire a measurement.

". . . The federal bureau of education . . . secured its expert in higher education just in time for him to take over, in behalf of the association, the task of visiting, standardizing, and worst of all preparing a rating list of American colleges and universities. This list, in preliminary form, was prematurely circulated by the government printer. It promptly brought about a storm of criticism and protest that led to its suppression by executive order in 1912. . . . But the regional accrediting agencies which we had encouraged and aided soon became strong enough in the college field to deal competently with all problems of standards.

"President Vincent of Minnesota, reporting for the association's committee in 1915, summed up the wisdom years had brought: 'It would seem best therefore not to attempt a classification into groups, but to publish a list of institutions giving all the objective facts and allowing the public to draw its own conclusions. . . . This association should not as such attempt any classification.'

"... The association worked hard and long for federal support for all state universities. . . . It promoted the idea of a national university till most of the research facilities of Washington were made available to scholars. It strengthened the hands of regional accrediting agencies, and through the pooling of their interests prepared the way for the American Council on Education. . . . It even directed the organization, in 1914, of the National Association of Urban Universities.

"... You can draw up your own lists, as well as I, of things at which collectively we could well be up and doing. One of those standing committees, back in 1911, was on the reorganization of education. It seems that education is still to be reorganized, whether by the Chicago plan or some other recipe. With adults by the hundred thousand possessed of leisure and inclination for more instruction, we have thought about hours and college credits and other technicalities and allowed the federal government in its own way and independent of us to build a structure of adult education. The whole desperately involved question of education and the social and economic order, with its problems of indoctrination and free speech and the *meum* and *tuum* of opinion, have left us as an association apparently bewildered and silent.

"... There is about as much justification for a dynamic association as there ever was, if that is what we want. But who is to keep the dynamo in motion? Somebody must be thinking continuously about the association and its purposes. It is asking too much of a secretary, however permanent his tenure. We quickly get the habit of leaving everything to him and doing things for him as a personal favor. . . . The blood now coursing through the veins of this association is very largely new blood, and it is high time that we decided definitely what we want to be and went about it. . . ."

Educational Record

Supplement No. 10, October, 1936, comprising over 200 pages, consists of a report of the Fifth Educational Congress held in New York, October 29-30, 1936, under the auspices of the Committee on Measurement and Guidance of the American Council on Education, the Commission on the Relation of School and College of the Progressive Education Association, the Co-operative Test Service, and the Educational Records Bureau. Among the addresses made on this occasion

that of Edmund E. Day on "Basic Responsibilities of General Education in America" should be especially noted. From it the following is quoted: "Broadly speaking, the social responsibilities of general education fall into two main categories: (1) those directed toward the maintenance of social solidarity and stability; and (2) those designed to promote social differentiation and change. The first of these broad divisions of function has to do with transmitting and perpetuating the culture, the second with adjusting and elevating it.

"That transmitting and perpetuating the culture is a primary function of general education is manifested in all forms of human society from the most primitive and simple to the most advanced and complex. Human society as we know it could hardly persist did not each succeeding generation in large measure adopt the customs, the habits, the manners, the morals, the modes of thought, the prejudices, and the preconceptions of the preceding generation. . . .

"The rôle of general education in modifying and elevating the culture is not so evident. In general, it is safe to say that impulses making for social change have had their immediate source largely outside the school, and that the marvelous advances in science and technology which have characterized civilization of late have had little direct connection with the processes of general education, at least as formally organized. . . . The two types of functioning for general education which have been noted are to some extent in opposition to one another. There is, hence, a fundamental problem of keeping disparate functions in appropriate coordination or balance. In our own times social changes have been so extensively and rapidly induced that the maintenance of social stability has become a task of huge proportions, taxing the resources of education in all its varied forms and phases. For the time being, the more pressing duties of general education relate to ways and means of effecting an adequate social solidarity. Increasingly it is becoming clear that the whole people must share common convictions, loyalties, and enthusiasms if any social order is to hold together and be efficient. The authoritarian governments of Europe are demonstrating one way to meet this basic requirement. Can the great democracies with equal pointedness show another but profoundly different way? I believe they can if they will but apply their utmost resources to the task. The problem is one of social discipline. Unless as a people we can develop such a discipline on a voluntary basis—unless, in other words, we can discipline ourselves—the coercive authority of some group employing force will impose the necessary social discipline we have failed to develop. For the time being, general education must make this general problem of the ways and means of social solidarity one of its prime concerns. Such social changes as are accelerated should be those which

conduce to that underlying stability without which other social changes can not possibly contribute to social progress. . . .

" . . . As a social order, we face growing collectivism. . . . No longer can the common interest be thought to emerge as the net resultant of the interplay of freely activated individual enterprises. No longer, in other words, can we rely so largely on the invisible hand of Providence so often cited by the classical economists. The individualism we have known has played its part. On the whole, it has played it well. But it must give place now to a tempered, moderated individualism, effectively conditioned to serve the public interest."

Reviewing the history of the American Council on Education, President R. A. Kent made these explanations: ". . . the Council does not assist in raising funds for individual institutions or associations. It does not endorse movements, organizations, or drives. It seeks distinctly to shun questions which have any political complication. It refuses to be a middleman between persons who have projects and foundations or other sources of financial support. Its function is to look over the educational field to see what is most in need of being done that is not being done and to search out those problems almost unthought of but which are fundamental to educational progress, then to state these larger problems and set upon their solution.

" . . . In the entire list there is no other quite like the American Council on Education. Certainly more than any other and by means that are not employed elsewhere, it is a center of sensitivity to the main movements going on in all the fields of education, and to the major activities under way in these fields. . . ."

Among other contributions of value are the papers by E. F. Lindquist on "Changing Values in Educational Measurement" and by L. L. Thurstone on "A New Concept of Intelligence and a New Method of Measuring Primary Abilities." The paper by F. P. Keppel on "The Arts in American Education," consisting of twenty-four interrogative paragraphs, makes these suggestive queries:

"Is there evidence that the college as at present organized has failed to admit, or if admitted has failed to hold students whose interests and talents are creative rather than receptive? Does the proportion of distinguished American painters, sculptors, musicians, poets, who hold college degrees throw any light upon this question? . . .

"Could our educational psychologists find out and tell us what percentage out of the total of such items in the college program need to be measured to guarantee with reasonable accuracy the presence of that trained intellectual capacity which we have been talking about—or, to put it the other way around, what share, if any, of the student's time may safely be released from our measuring machinery?

"...In advance of the findings of the educational psychologists as to college, but in the light of school experience, might we assume as a working hypothesis that 40 per cent of the college students' time might be freed from our present system of examinations without seriously affecting the validity of faculty judgment as to whether the student is entitled to a degree? . . .

"Would the intellectual content of a college course serve to enrich the esthetic experiences of such students in a way that the professional art school can not? In other words, will the boy or girl with brains, who is interested in the arts, be better off in college than in art school? Does the answer to this question depend on whether he can pursue his artistic interests in the realm of freedom?

"Would the 40 per cent suggested provide freedom to the student not only for the arts but for other desirable but non-examinable undergraduate enterprises? . . ."

Scientific Monthly

The leading article in the issue for January, "Science in an American Program for Social Progress," by President K. T. Compton surveys briefly but comprehensively the rôle of science in government, in industry, and in educational institutions, with suggestions for scientific aims in each of these fields for the future. In this issue also is a classified bibliography of science books published in 1936.

Journal of Engineering Education

The issue for November, 1936, is largely devoted to addresses on various phases of character education as discussed at the Annual Meeting last June. An interesting address on the general subject by President Francis P. Gaines of Washington and Lee University is followed by one on "Learning, Morals, and Manners" by Dean D. S. Kimball, Cornell University, one on "Character Building" by R. L. Sackett of Lehigh University, one on "The Drawing Departments' Opportunities in Spiritual Adjustment" by Thomas E. French of Ohio State University, and discussion opened by Hale Sutherland, Lehigh University. The significance of the whole discussion in this important group of engineering teachers is self-evident. The *Journal* also contains an important statistical survey of the engineering profession by Commissioner Isador Lubin of the United States Bureau of Labor Statistics. The purpose of the survey was to determine the extent of unemployment, what kind of employment was available to engineers, and at what compensation. The data were obtained through the medium of a mail questionnaire sent to more than 173,000 engineers of whom more than one-third supplied

information. This makes the survey unique in size and comprehensiveness. The replies are classified under the heads: agricultural, architectural, ceramic, chemical, civil, industrial, mechanical, mining, and metallurgical engineers, and the extent of preparation is indicated under the heads: postgraduate engineers, first degree engineering graduates, non-engineering graduates, college engineering course, unfinished, non-collegiate technical school and secondary school, the second group including nearly three-fourths of all. The analysis indicates that there are only about 8 per cent who have transferred from the branch of the profession for which they prepared in college to some other, and that there is also little transfer to preparation for professional work in fields other than engineering. A table of trends of employment for civil, electrical, and mechanical engineers for the years 1929, 1932, 1934, shows a decline in the number employed by private firms or organizations from 84.7 per cent in 1929 to 65.6 in 1932 and 65.8 in 1934. The corresponding figures for unemployed plus direct relief was 1.3 in 1929, 13.9 in 1932, and 6.5 in 1934. The percentage in federal government employ increased from 6.4 to 8.9 and 15.2. Another tabulation gives the average period of unemployment in months for the same group from 1929 to 1934. Later sections of the report deal with the income of the engineers. The combined annual income of civil, electrical, and mechanical engineers in the graduating classes of 1925 to 1929 who were in the employ of private firms averaged \$2200 in 1929. It is surprising to note that this group of graduates actually experienced an increase in income in 1934 as compared with 1929, the rise being from \$2200 to \$2400.

The Social Frontier

In the issue for December an article on "Rationality in Education" by John Dewey compares two recent volumes, "The Retreat from Reason" by Lancelot Hogben and "The Higher Learning in America" by President R. M. Hutchins of Chicago. "These two books taken together serve to present the problem" of current confusion in education "with extraordinary clarity," but they represent quite opposing views of the nature of knowledge and of educational objectives. "To Mr. Hutchins the sciences represent in the main the unmitigated empiricism which is a great curse of modern life, while to Mr. Hogben the conceptions and methods which Mr. Hutchins takes to be the true and final definition of rationality are obscurantist and fatally reactionary. . . ."

Continuing in the January issue, Dr. Dewey attacks as dangerous the authoritarian demand of President Hutchins for a concentration of study on a "hierarchy" of fixed and eternal truths. Who is to select these truths and to determine how they shall be taught? "This problem

is conveniently ignored. Doubtless much may be said for selecting Aristotle and St. Thomas as competent promulgators of first truths. . . . It is astounding that anyone should suppose that a return to the conceptions and methods of these writers would do for the present situation what they did for the Greek and Medieval eras. The cure for surrender of higher learning to immediate and transitory pressures is not monastic seclusion. Higher learning can become intellectually vital only by coming to that close grip with our contemporary science and contemporary social affairs which Plato, Aristotle, and St. Thomas exemplify in their respective ways."

Other suggestive articles in the December issue include that by Bruce Raup on "Social Judgment and Education," a valuable survey of the thought of Graham Wallas, and, in the January issue, the one by Ordway Tead on "Democracy in Administration."

LOCAL AND CHAPTER NOTES

COLUMBIA UNIVERSITY, REPORT OF PRESIDENT

In a discussion of revolution by taxation the report observes: "... the American people may one day wake up to find that their most respected, most beloved, and most successful institutions of public service in the field of Liberty have been either crippled or destroyed, and that they must look to the halting, imperfect, and often incompetent hand of Government to undertake in wretched fashion the tasks which were once being dealt with so well. When the people are being constantly exhorted to open their eyes to the possibility of obviously political revolution with all its attendant disasters, they should not be permitted to overlook the possibility of a quiet but persistent, if unseen, revolution against their highest interests and their best service through a wholly improper use of the power of taxation."

Concerning the Heidelberg Celebration the following comments are made: "After fully weighing all the facts, it seemed to be highly undesirable for Columbia University to depart from its usual practice in reference to celebrations of this kind, or to yield one jot or tittle of its ideals and its hopes to the repressive and dictatorial government of any totalitarian state. On the contrary, it seemed most important to emphasize the fact that what was to be celebrated was five and a half centuries of steadily increasing freedom of thought and of expression and five and a half centuries of noteworthy scholarship in many fields. If the unhappy developments of the past five years are to be permitted to wipe out all recognition of the vast achievements of the German people and the German spirit, then indeed are we yielding our university freedom to the rule of force. One might just as well refuse to read Goethe or Schiller or Heine or to study the philosophy of Kant or Fichte, or Hegel or decline to listen to the music of Beethoven or Mendelssohn or Schumann or to the operas of Wagner, because the despotic rule of a totalitarian state, with its horrendous doctrines and practices, has now deprived the people from whom these great men sprang of the freedom to think, to speak, and to teach. Surely this is to surrender to the totalitarian despotism rather than to protest against it and to hail those who must one of these days rise in active revolt against it. . . .

"The plain fact is that if German scholarship is to be preserved and German freedom of thought and expression is to be regained, those in Germany who must be the instruments for such a development are not to be boycotted, but quite the contrary, by defenders in other lands of that freedom of thought and inquiry and expression without which a university can not exist. Intolerance is always objectionable, no matter at what form of expression it is directed. The boycott is an un-

worthy intellectual weapon while reason, persuasion, and example remain."

REGIONAL MEETINGS

Indiana University. One hundred and ten representatives from ten institutions in the state attended an all-day regional conference at the University on December 5, 1936. At the morning session were discussed the subjects of "The Professor's Profession," "Controversial Subject Matter in the Class Room," and "How to Build Backfires to Falsely Based Rumors," these subjects being introduced, respectively, by Professor Clyde L. Grose, Northwestern University, regional member of Committee E, Professors Logan Esarey and Paul Weatherwax of Indiana University, and Professor Robert LaFollete, Ball State Teachers College. Professor Mark C. Mills, president of the Indiana University chapter, presided. In the afternoon conference the subject of "What Should Be the Attitude of the A. A. U. P. Toward Junior Colleges in Indiana?" was introduced by Professor Thomas E. Mason, Purdue University; and President Carlson of the Association led a discussion of the topic, "Our Principles of Academic Freedom and Tenure and the American College." At the luncheon President W. L. Bryan and Dean Fernandus Payne of the Graduate School of the University made addresses of welcome to the delegates.

University of Michigan. The regional conference held at the University of Michigan on November 7, 1936, was attended by 87 representatives from ten institutions in Michigan, Illinois, Kentucky, and Missouri. Subjects of discussion at the morning conference included the following: "The Psychology of Indoctrination" led by Professor John F. Shepard, University of Michigan, and "A Suggested Code of Ethics for College Professors," presented by Professor C. N. Wenger, Chairman of the Committee on Professional Ethics of the chapter at the University. Discussion of this report was led by Professors H. M. Davidson, Hillsdale College, and F. E. Lord, Michigan State Normal College. In the afternoon session papers were presented by Professor Preston W. Slosson on "Classroom Treatment of Controversial Subject Matter" and by Professor Clyde L. Grose on "The Organization and Conduct of Local Chapters." Delegates were welcomed by President A. G. Ruthven of the University of Michigan at the luncheon, on which occasion President Carlson of the Association spoke on "Our Principles of Academic Freedom and Tenure and the American College."

SMITH COLLEGE, CHAPTER ACTIVITIES

At a dinner meeting on November 16, 1936, the chapter held a symposium on the general subject, "Education and Social Change," under

which topic were discussed the following: "Is Education Indoctrination?" Esther Lowenthal; "The Rôle of the Arts in Social Changes," O. W. Larkin; "Education in Contemporary France," Vincent Guillon; "Education in Contemporary Germany," Howard Becker; "Education in Contemporary Russia," Dorothy Douglas. At the last faculty meeting a place on the agenda was reserved for representatives of the chapter to present the purpose and functions of the Association with the aim of interesting prospective new members. The activity of the chapter in addressing formal requests to candidates for political office in Massachusetts to state their position on teachers oaths was noted in the January *Bulletin* (page 34).

MEMBERSHIP

The Committee on Admissions announces the election of eighty-three Active and sixty Junior members as follows:

ACTIVE MEMBERS ELECTED

University of Alabama, Thomas G. Andrews, James R. Cudworth, John H. Ferguson, Joseph C. Hayes, C. E. Williams; Albion College, E. Roscoe Sleight; Ashland College, Arthur DeLozier; Boston University, Gertrud Günther, Henry H. Meyer, Elmer B. Mode, G. M. Wilson; Brown University, Arlan R. Coolidge, Herbert H. Jasper; Bryn Mawr College, Ilse Forest, Kathrine Koller, Mary K. Woodworth; University of California at Los Angeles, Marion Mattern, Ellen B. Sullivan; Case School of Applied Science, Richard L. Barrett, Jason J. Nassau; College of Charleston, George D. Grice; City College (New York), Charles A. Marlies; Colgate University, Clement L. Henshaw; University of Colorado, Julian M. Blair; Cornell University, Richard Robinson; George Washington University, Errett C. Albritton; Georgetown University, Leo B. Norris, Richard J. Weber; Georgia State College for Women, Paul J. Boesen, Herbert N. Massey; Illinois State Normal University, Ruth Stroud; Indiana State Teachers College, R. H. Snitz; Kansas State College, Charles Correll, E. V. Floyd, George Gemmell, Edward C. Jones; Lincoln University (Missouri), Azalea E. Martin; Louisiana State University, John H. Bateman, Sherrod Towns; Missouri State Teachers College (Northwest), Herbert R. Dieterich; Morehead State Teachers College, Wilfred A. Welter; Mount Holyoke College, Roger W. Holmes, Lawrence B. Wallis; New Mexico State College, Clayton W. Botkin, Marcy T. Lewellen, Paul K. Rees, Luke B. Shires; New York University, John H. Prime; North Carolina State College, Roberts C. Bullock, John W. Cell; Northwestern University, Leonard S. Fosdick; Ohio University, A. H. Armbruster, C. L. Dow, Sarah Hatcher, William H. Herbert, William H. Kirchner, Jr., Lurana B. Morris, Helen H. Roach, Joseph Trepp, Irene E. Witham, Isabelle M. Work; Oregon State Agricultural College, D. Barton DeLoach, Irene S. Hall, Jack E. Hewitt, Henrietta Morris; Pennsylvania State College, John Major; St. Louis University, Weltha M. Kelley; St. Mary-of-the-Woods College, Agnes M. Brady; Texas College of Arts and Industries, William A. Francis, J. Robert Manning, Thomas A. White; Tufts College, Frederick H. Crabtree; University of Tulsa, Sidney Born, O. W. Hoop; University of Utah, Thomas J. Parmley, Elton L. Quinn; University of Virginia, J. W. Blincoe; Wellesley College, Marianne Thalmann; Wells College, Eleanor Luse, George Tyler; University of Wyoming, Carle H. Malone, Cedric L. Porter, Francis W. Weitzmann.

TRANSFER FROM JUNIOR TO ACTIVE MEMBERSHIP

Keuka College, Alden R. Hefler.

JUNIOR MEMBERS ELECTED

University of Alabama, Clyde B. Crawley; Ashland College, Robert F. Rinehart; Case School of Applied Science, Gerhard A. Cook; Colgate University, James H. Fox, Albert H. Garretson, Wilbert L. Hindman; Cornell College, Samuel J. McLaughlin; University of Delaware, Reamer W. Argo; Duquesne University, Howard Eulenstein; Emory University, Maurice S. Culp; Georgia State College for Women, May F. Cornelius, John W. Morgan, Earl Walden; Illinois State Normal University,

Albert C. Fries, Howard J. Evens, Julius Miller; **Illinois State Normal University (Southern)**, Robert D. Bowden; **Indiana State Teachers College**, George J. Eberhart, Mildred M. Osgood; **Indiana University**, Joseph A. Batchelor; **Iowa State Teachers College**, E. Arthur Robinson; **Kansas State College**, John A. Bird; **University of Louisville**, Chester L. Bower, Stuart Peoples; **Miami University**, Harold A. Baker, Oliver J. Frederickson; **Morehead State Teachers College**, Emmett Bradley, Ernest Hogge, William C. Wineland; **New Mexico State College**, Frank J. Amador, Jr., Fred J. Clark, Dale A. Hinkle, John J. McKinley, Sabeth Mix; **University of New Mexico**, Dorothy Woodward; **North Carolina State College**, Wayland P. Seagraves; **Ohio University**, Alma E. Brown, John P. Emery, Malcolm B. Jones, William O. Martin, Lila Miller, Lamar J. Otis, Donald R. Roberts, Florence Schumacher, Gertrude Yeselson; **Pennsylvania College for Women**, Phyllis Cook, Laura N. Hunter; **University of Rochester**, Eleanor Slater; **Rose Polytechnic Institute**, William D. Crozier; **St. Louis University**, Chauncey E. Finch; **Smith College**, Esther Carpenter; **Tarkio College**, Robert F. Patterson; **Texas College of Arts and Industries**, Lawrence E. Brown; **Texas Technological College**, Archie J. Bahm; **University of Tulsa**, Thomas C. Frick, Rayburn D. Tousley; **Wells College**, Arthur M. Hanhardt, Edward C. Peple; **University of Wyoming**, Alfred Larson; **Not in University Connection**, Laura M. Johnson (Ph.D., Nebraska), Omaha, Neb.

NOMINATIONS FOR MEMBERSHIP

The following one hundred and sixteen nominations for Active membership and forty-nine nominations for Junior membership are printed as provided under Article IV of the Constitution. Objections to any nominee may be addressed to the General Secretary, 744 Jackson Place, Washington, D. C., or to the Chairman of the Committee on Admissions¹ and will be considered by the Committee if received before March 25, 1937.

The primary purpose of this provision is to bring to the attention of the Committee any question concerning the technical eligibility of nominees under the provision of the Constitution affecting membership, namely: "Active members. Any university or college teacher or investigator who holds, and for three years has held, a position of teaching or research in a university or college (not including independent junior colleges) in the United States or Canada, or in a professional school of similar grade, may be nominated for membership in the Association. At the discretion of the Committee on Admissions service in foreign institutions may also be counted toward the three-year requirement." "Junior members shall be graduate students or persons eligible for nomination as Active members except in length of service."

The Committee on Admissions consists of Ella Lonn, Goucher, Chairman; H. L. Crosby, Pennsylvania; B. W. Kunkel, Lafayette; A. Richards, Oklahoma; W. O. Sypherd, Delaware; F. J. Tschan, Pennsylvania State.

ACTIVE NOMINATIONS

Lawrence H. Addington (Dairy Husbandry), New Mexico State
N. J. Aiken (Economics), State College of Washington
Albert P. d'Andrea (Art), City (New York)
Hayes Baker-Crothers (American History), Maryland
Mary B. Barlow (Physical Education), Virginia State Teachers (Farmville)
Albert E. Barnett (Bible), George Peabody for Teachers
Harold A. Basilius (German), Wayne
Elizabeth Bass (Medicine), Tulane
Theodore H. Bast (Anatomy), Wisconsin
Sister Mary Benedictus (Social Sciences), Notre Dame
Edward F. Berry (Civil Engineering), Syracuse
Ethel M. Boasen (Typewriting), Nebraska State Teachers (Kearney)
Clarence E. Bonnett (Economics), Tulane
John W. Branson (Mathematics), New Mexico State
Elsie F. Brickett (English), Judson
Stella E. Brown (Economics), Maryland State Teachers (Towson)
Ethel Bryce (Library Science), State College of Washington

¹ Nominations should in all cases be presented through the Washington Office, 744 Jackson Place, Washington, D. C.

- Mason H. Campbell (Dairying), Vermont
Pauline Camper (Education), Virginia State Teachers (Farmville)
T. C. Cardwell (Home Economics), Baylor
Levy L. Carpenter (Bible), Baylor
Katherine E. Carver (Latin), Illinois State Normal
J. Kennard Cheadle (Law), Syracuse
Forrest F. Cleveland (Physics), Lynchburg
Mary E. Connelly (Secretarial Studies), Boston
Donald F. Connors (English), Fordham
Omer C. Cunningham (Dairy Husbandry), New Mexico State
Fred A. Cuthbert (Landscape Architecture), Oregon
Tobias Dantzig (Mathematics), Maryland
Norman H. Dawes (History), Carnegie Institute of Technology
Meryl W. Deming (Chemistry), Nevada
John P. Desmond (English), Duquesne
William F. Deusinger (Music), Oklahoma State Teachers (Northwestern)
May H. Dickens (History), Texas College of Arts and Industries
Anita S. Dowell (Health Education), Maryland State Teachers (Towson)
P. T. Ellsworth (Economics), Cincinnati
Robert S. Ellwood (Social Science), Illinois State Normal
Weller B. Embler (English), Syracuse
Statie E. Erikson (Home Economics), Kentucky
Samson L. Faison, Jr. (Fine Arts), Williams
Margaret Fanning (French), Akron
Ernst Fischer (Physiology), Medical College of Virginia
John D. Fitzpatrick (Mathematics), Creighton
Heman Fogg (Chemistry), New Hampshire
William T. Fryer (Law), George Washington
James L. Garrett (Accounting), Baylor
Frederick D. Geist (Anatomy), Wisconsin
Maxwell H. Goldberg (English), Massachusetts State
Robert D. Gregg (History), Carnegie Institute of Technology
Roxy H. Grove (Music), Baylor
T. Grant Hadley (Music), James Millikin
Hal L. Hall (Mathematics), Oklahoma State Teachers (Northwestern)
G. R. Hamiel (Chemistry), New Mexico State
Carsie Hammonds (Agricultural Education), Kentucky
Francis J. Hanrahan (Mechanics), Pennsylvania State
Canute Hansen (Physical Education), City (New York)
John Harty (Physics), Missouri State Teachers (Southeast)
Carl Head (Mechanical Engineering), James Millikin
Monica Healea (Physics), Vassar
Harold C. Hess (Music), James Millikin
J. L. Hirning (Psychology), Central Y. M. C. A.
Frederic S. Hultz (Animal Production), Wyoming
Madeleine Humbert (French), Syracuse
William R. Hutcherson (Mathematics), Berea
Ralph A. Irwin (Psychology), Nevada
William F. Kamman (Modern Languages), Carnegie Institute of Technology
Alice B. Kemp (Modern Languages), Allegheny
Raymond V. Kirk (Psychology), Duquesne
Edith M. Lantz (Home Economics), New Mexico State

Leonard A. Lawson (International Relations), Hobart
Roscoe G. Linder (Education, Psychology), Illinois State Teachers (Western)
Andre F. Liotard (French), Maryland
Jennie Lorenz (Speech), Maryland
Davida McCaslin (English), James Millikin
Edd R. McKee (Electrical Engineering), Vermont
Luther S. Mansfield (English), Williams
Monroe Martin (Mathematics), Maryland
Grace Morley (Music), Ohio
Otto A. Mortensen (Anatomy), Wisconsin
Robert S. Neilson (Physical Education), State College of Washington
John B. Noss (Religion, Philosophy), Franklin and Marshall
Paul M. Oberg (Music), Wichita
Lucienne C. Olinger (French), New York
Marion D. Pease (Art), Skidmore
Don Peden (Physical Education), Ohio
Donald A. duPlantier (Structural Engineering), Alabama
E. Fred Pollard (Chemistry), Tulane
John A. Pahl (Modern Languages), Maryland
John Raines (English), Missouri Valley
Charles Ramsey (Economics), Boston
Adrian F. Reed (Anatomy), Tulane
Katharine Reed (Modern Languages), Akron
Graydon W. Regenos (Latin), Tulane
Willis H. Rich (Biology), Stanford
Bertha Royce (Biology), Illinois State Normal
M. Pauline Rutledge (Primary Education), Maryland State Teachers (Towson)
Elizabeth M. Scheib (Latin), Duquesne
Richard A. Schermerhorn (Philosophy), Spelman
J. Paul Selsam (History), Pennsylvania State
Laurance F. Shaffer (Psychology), Carnegie Institute of Technology
Max A. Shepard (Government), Cornell
Clement H. Sievers (Psychology), Wichita
Adam J. Smith (Mathematics), Susquehanna
C. Mildred Smith (Education), Louisiana State Normal
Newlin R. Smith (Economics), Buffalo
Govan N. Stroman (Agronomy), New Mexico State
Carrie B. Taliaferro (Mathematics), Virginia State Teachers (Farmville)
Dewitt T. Tarlton (Economics), Louisiana State Normal
William C. Thompson (Law), Temple
Elizabeth Thomson (Speech), Florida State for Women
Maurice E. Troyer (Educational Psychology), Syracuse
Floyd R. Waltz (Military Science and Tactics), New Mexico State
Opal M. Wolf (Histology), Goucher
Hazel E. Woodward (Student Teaching), Maryland State Teachers (Towson)
Margaret L. Wyly (Speech), Florida State for Women
Sadie G. Young (Economics), Florida State for Women

JUNIOR NOMINATIONS

Rolfe L. Allen (American History), Maryland
Ralph D. Appelman (Music), Nebraska State Teachers (Kearney)

Cecil Ball (English), Maryland
Nathan M. Becker (Economics), Toledo
Douglas H. Bellemore (Secretarial Science), Skidmore
Steuart H. Britt (Psychology), George Washington
Jack Y. Bryan (English), Maryland
Arthur R. Buddington (Entomology), Maryland
Weston R. Clark (Psychology), Maryland
Dorothy C. Clarke (Spanish), Dominican College of San Rafael
Harold J. Clem (History), Hood
Wilbur L. Dingwell (Speech), Rochester
Mary A. Eaton (Geography), Florida State for Women
Wolfgang G. A. Edelmann (Music), Dakota Wesleyan
Mary E. Ellis (Music), Ohio
J. V. Enzie (Horticulture), New Mexico State
William T. R. Fox (Political Science), Temple
James W. Glennen (French), Akron
Hugh J. Hamilton (Mathematics), Pomona
Donal Harrington (English), Montana
Arthur L. Hershey (Botany), New Mexico State
C. E. Hilborn (Business Laboratory), Duquesne
Lawrence R. Holmes (English), Maryland
Sigurd Johansen (Sociology), New Mexico State
Joseph E. Johnson (History), Williams
Ray J. Kelley (Political Science), Duquesne
Lawrence B. Kiddle (Romance Languages), New Mexico
Elizabeth McCoy (Library), New Mexico State
Edmond Masson (French), Scripps
Maria L. Molinary (Modern Languages), Wyoming
Leona S. Morris (History), Maryland
William J. Mulloy (German), Creighton
Edna T. Nigh (Education), Nebraska State Teachers (Kearney)
John W. Pendleton (English), Rochester
Arthur L. Phelps (Chemistry), Southern California
Marion E. Porter (Modern Languages), Southwestern (Tennessee)
Ira DeA. Reid (Sociology), Atlanta
Louis L. Rusoff (Animal Nutrition), Florida
Paul E. Schwarts (Economics, Accounting), Bucknell (Wilkes-Barre)
André C. Simonpietri (Modern Languages), Maryland
Robert B. Simpson (Geography), Rochester
K. W. Smith (Animal Husbandry), New Mexico State
Karl Smith (Psychology), Rochester
Edward D. Staples (Bible), Hamline
William DeM. Stull (Zoology), Maryland
Lynn Swearingen (English), Iowa
Loren G. Townsend (Education), Missouri
Lesley Vinal (Physical Education), Montana
Staring B. Wells (English), Rochester